DIRECT INVESTIGATION REPORT

SUPPORT SERVICES FOR STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

March 2009

Office of The Ombudsman

Hong Kong

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EXECUTIVE SUMMARY

Direct Investigation
Support Services for Students with Specific Learning Difficulties

Background

When children display problems with basic understanding or use of the spoken or written language via listening, reading, writing or mathematical calculation, they may be having Specific Learning Difficulties ("SpLD").

2. The number of SpLD students at primary and secondary levels in the Education Bureau's ("EDB") database had increased dramatically from 1,360 in 2003/04 to 8,869 in 2007/08. Research by local academics suggests that the prevalence rate of SpLD in reading and writing (dyslexia) in Hong Kong is as high as 9.7% to 12.6%.

3. At the same time, there has been growing community concern over insufficient services for these children. The Ombudsman, therefore, decided to initiate a direct investigation into the measures adopted by EDB for primary and secondary schools in the public sector to provide support services to SpLD students. This is the third of a series of direct investigations started in 2005, on the subject of remedial support for SpLD students.

EDB Support to Schools

Assessment Tools and Resource Packages

4. EDB has developed:

(a) assessment tools for early identification of SpLD students; and

(b) guidelines, teaching and learning kits for teachers to help students improve their literacy and learning skills.

Additional Funds and Resources

5. EDB provides additional resources under different support schemes to schools with students having special educational needs, including physical disabilities and SpLD, or significantly low academic achievement. Eligibility is by reference to enrolment of such students. Schools are expected to pool and deploy resources flexibly to cater for the different types of special educational needs, including SpLD.

6. An overview of the major support schemes introduced by EDB over the years is as follows:

Available to	Support Schemes*				
	IE Programme#	NF Mode/ Learning Support Grant	IRT Programme	SBRS Programme@	New Initiative
Primary Schools	√	√	√	×	×
Secondary Schools	√	√	×	√	√
Additional Resources	One resource teacher, one teaching assistant, recurrent grant	Learning Support Grant	One teacher, recurrent grant	Additional teachers	Additional teachers

* *IE Programme: Integrated Education Programme (融合教育計劃)*
NF Mode: New Funding Mode (新資助模式)
IRT Programme: Intensive Remedial Teaching Programme (小學加強輔導教學計劃)
SBRS Programme: School-based Remedial Support Programme (校本輔導計劃)
New Initiative: New Initiative to Cater for Academic Low Achievers at Junior Secondary Levels (為照顧成績稍遜初中學生的新措施)

\# *EDB has ceased inviting new participants to join the IE Programme since the introduction of the NF Mode in 2003/04.*

@ *SBRS Programme was phased out in 2008/09 and replaced by the New Initiative.*

Professional Services

Educational Psychology Services

7. EDB sends its own or outside educational psychologists to serve public sector schools on a need basis.

School Visits by EDB Officers

8. Special Education Support Officers visit primary schools at least three times a year to advise teachers on teaching and learning strategies and on difficult cases.

9. Since April 2007, on a pilot basis, educational psychologists and Inspectors have identified 56 secondary schools which are in need of more intensive support. Consultation visits are paid to these schools.

Other Professional Support

10. Professional development seminars are organised throughout the school year for school principals, teachers and school social workers to keep them abreast of the latest developments in special education.

Special Education Resource Centre

11. EDB's Special Education Resource Centre provides a library for teachers with reference materials on good practices, trends and developments on support for students with special educational needs. The Centre is equipped with multi-media facilities so teachers can produce suitable teaching materials.

Teacher Training

In-service Training

12. Since 2007/08, EDB has put in place a five-year professional development framework for serving teachers, consisting of structured courses on special educational needs at three levels: basic (30 hours), advanced (90 hours) and thematic (60 hours).

13. EDB expects each school to meet the following targets by 2012/13:

(a) Basic course: at least 10% of teachers have completed this course.

(b) Advanced course: at least three teachers have completed this course.

(c) Thematic course on SpLD: at least one Chinese Language teacher and one English Language teacher have completed this course.

(d) Thematic course on other special educational needs: at least one teacher has completed the thematic course on a particular special educational need that the school has to cater for.

Pre-service Training

14. Hong Kong Institute of Education is the only institute offering a compulsory module on special educational needs in pre-service teacher training.

EDB Monitoring and Feedback Systems

School Self-Evaluation and External Review

15. As a tool for schools' self-evaluation of performance in catering for student diversity, EDB has prepared a document "Catering for Student Differences ~ Indicators for Inclusion" to assist schools in setting observable targets and success criteria.

16. EDB conducts external school review, involving its own officers and outside educators, to validate self-evaluation by schools and to provide them with feedback and suggestions for improvement.

Regular School Visits

17. To ensure that schools are providing proper support to students with special educational needs, Special Education Support Officers and Inspectors make about three inspection visits each school year. After each cycle of visits, EDB will review the schools' performance. EDB Inspectors and specialists will visit the schools in need and advise them to improve their support for their students.

Specific Requirements for Schools

18. Schools receiving additional funds and resources are subject to specific requirements, regarding separate accounting for the funds, publicity through the school's website and annual reports on measures taken to support students with special educational needs, as well as a learning support plan for each of such students.

Redress System

19. EDB has established a mediation mechanism to handle complaints and grievances from parents about education opportunities for students with special educational needs. EDB publicises the service through its website and leaflets

Observations and Opinions

20. Over the years, EDB has been making substantial efforts and injecting additional funds and other resources into the education system to improve services for students with SpLD. EDB support is generally well conceived. However, scrutiny of information from EDB and our interview with some key stakeholders, namely, teachers, social workers, school principals, parents and non-governmental organisations, have identified a number of issues for attention and improvement.

Funding and Resource Support

Openness and Transparency

21. In line with EDB policy for School-Based Management (校本管理) giving schools flexibility and autonomy in management, the Learning Support Grant under the NF Mode, calculated on a **per capita basis**, is allocated to **the school as a whole** on top of basic and other EDB provisions. Schools are encouraged to pool all available resources holistically for optimal cost-effectiveness. Similarly, entitlements under other support schemes, including additional manpower, are to be merged with other resources available and then deployed flexibly.

22. This "global" approach, however, risks overlooking the specific needs and goals in respect of individual students who do not conform to the needs and goals of the "mainstream" body of students. Some parents are highly suspicious that funds intended for redressing special educational needs have been used for other school priorities (e.g. for gifted students). Openness and transparency on school policy and measures for supporting students with special educational needs are, therefore, needed to dispel doubt and suspicion among parents.

23. In this regard, EDB expects schools to publicise their support measures on their websites. But implementation seems to have been left entirely to the school management. Not surprisingly, the outcome is inconsistent. Parents are most keen to know which support schemes apply to their children's schools and how the additional funds and resources have been translated into services for their children.

24. EDB tells us that some schools are developing a more transparent policy on supporting students with special educational needs. The Bureau is trying to help those schools by advising them to strengthen home-school cooperation. However, there appears to have been no timeline for

those schools to catch up in this aspect.

Delay in Support for Secondary Schools

25. While EDB has made considerable efforts to support primary school students with SpLD, there had been no **dedicated** funding or resources for secondary schools until the introduction of the Learning Support Grant to secondary schools in the school year 2008/09.

Monitoring and Feedback Systems

Loophole of Not Earmarking

26. EDB's additional funds and resources for support services are not earmarked for individual students or groups, so their effective utilisation is dependent entirely on the attitude of the school management, and how enlightened, liberal and accountable they want to be. Close monitoring and timely intervention by EDB is therefore, essential.

Parental Involvement

27. Parental involvement is also crucial to the effectiveness of schools' support measures because:

(a) it enhances parents' understanding of the school's stance and therefore confidence that the school is working for the greater benefit of their children;

(b) it provides feedback on SpLD students' performance and whether the support measures are effective; and

(c) parents can provide home help to reinforce their children's learning.

28. EDB subscribes to the importance of parental involvement and requires schools to engage parents at various stages of provision of support. However, practice varies significantly from school to school.

29. It is EDB's intention to have a flexible, interactive regime of support whereby schools, professionals and parents work together to devise strategies to help SpLD students. The Bureau should, therefore, strive to facilitate and encourage parents to be more instrumental in deciding services for their children, to be kept informed of progress and to raise concern without fear of reprisal by the school.

Redress System

30. Some parents dare not stand up to the school management in their quest for support for their children at school. EDB records show that only one parent used the Bureau's mediation service in the last three years (from 2005/06 to 2007/08). Parents' choice to suffer in silence is understandable, but misguided. It does not help their children to get appropriate help to which they are entitled. EDB should, therefore, step up publicity of its mediation service. Furthermore, the Bureau should assume a more positive and proactive role in identifying systemic failure in schools and in effecting timely rectification.

Professional Services

Educational Psychology Services

31. Shortage of educational psychologists is a chronic problem in Hong Kong, with only about 100 of them and a total primary and secondary student population of some 872,000. On EDB's suggestion, the University Grants Committee has agreed to increase the provision of training places for educational psychologists. To encourage meritorious students to pursue an educational psychology career, EDB should consider introducing scholarships or bursaries for professional training in educational psychology.

Teacher Training

32. Even now, not all teacher training institutes offer potential teachers training in special educational needs as a matter of their curriculum. Regrettably, therefore, EDB's in-service teacher training programme will always be playing "catch up", as it is very likely that the number of new teachers entering the teaching profession will always exceed the number of in-service teachers trained by EDB.

33. At present, only 27% of primary school teachers and 11% of secondary school teachers in the public sector have received basic training in SpLD. Of schools in Hong Kong which already have admitted SpLD students, 30% of the primary schools and 76% of the secondary schools do not have any teacher trained in SpLD at all. Although serving teachers can obtain basic training in special educational needs by attending training courses and sharing sessions orgainised by EDB, non-governmental organisations and teacher training institutes, EDB's target of providing only 10% of teachers with basic training through structured courses by 2012/13 leaves much to be desired. Unless there are policy changes regarding teacher training, it would take decades for EDB's in-service teacher training programme to cover the whole teaching profession, even then it would only be for a total of 180 hours for each participant.

Recommendations

34. The Ombudsman recommends that EDB:

(a) Step up efforts and formulate a timeline for enhancing openness and transparency among schools on the latter's policy on supporting students with SpLD and other special educational needs, the resources they have received and basic information on the measures they can be expected to adopt to support these students.

(b) Monitor more closely the effectiveness of the Learning Support Grant, in particular in secondary schools.

(c) Initiate timely intervention and effect rectification when schools under-perform.

(d) Require and help all schools to establish an effective and structured mechanism to keep parents informed of students' progress and to enable parents to be more active in the decision-making process of the sohool.

(e) Conduct regular meetings with parents' concern groups to be kept informed of their aspirations and to obtain feedback on how the support system for students with special educational needs is working.

(f) Step up publicity of the mediation service.

(g) Record and analyse parents' grievances and complaints about inadequate support services, conduct probes into schools suspected of having recurrent or systemic problems.

(h) Consider introducing scholarships or bursaries for professional training in educational psychology with undertaking of post-graduation service with Government.

(i) Explore with the University Grants Committee the possibility of making training in special educational needs compulsory in all pre-service teacher training programmes.

(j) Review the target for basic training for teachers in SpLD.

Office of The Ombudsman
March 2009

1

INTRODUCTION

BACKGROUND

1.1 When children display problems with basic understanding or use of the spoken or written language via listening, speaking, reading, writing or mathematical calculation, they may be having Specific Learning Difficulties ("SpLD"). SpLD is one of eight types of special educational needs[1] recognised by the Education Bureau ("EDB").

1.2 EDB has been providing additional resources and professional support to publicly-funded or subsidised schools to help students with SpLD.

1.3 The community now has a better understanding of SpLD. This may have contributed to the significant increase in the number of SpLD students at both primary and secondary levels in EDB's database since 2003/04:

School Year	Primary	Secondary	Total*
2003/04 (as at 31.8.04)	1,195	165	1,360
2004/05 (as at 31.8.05)	3,045	640	3,685
2005/06 (as at 31.8.06)	5,534	1,096	6,630
2007/08 (as at 15.9.07)#	6,110	2,759	8,869

Source: EDB statistics

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[1] *According to EDB, the eight types of specific educational needs are: SpLD, Intellectual Disability, Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, Physical Disability, Visual Impairment, Hearing Impairment and Speech and Language Impairment.*

* *The figures include the number of students in aided, Government, direct subsidy scheme and caput schools.*

\# *Since 2006/07, EDB has retrieved data from its computer system as at 15 September of each school year. As there is only a time lapse of 15 days between 31 August and 15 September, EDB did not give the figures for the school year 2006/07 (as at 31.8.2007).*

(a) primary schools: **an increase of 411%** since 2003/04
(b) secondary schools: **an increase of 1572%** since 2003/04

Research by local academics suggests that the prevalence rate of SpLD in reading and writing (dyslexia) in Hong Kong is quite astonishing: 9.7% to 12.6% (mild in 6.2% to 8.7%, moderate in 2.2% to 2.3% and severe in 1.3% to 1.6%)[2], even higher than those in some other places[3].

1.4 Mirroring the better understanding, there has also been growing community concern over insufficient services for these children. In April 2007 and February 2008, The Ombudsman completed two direct investigations on:

(a) the identification and assessment of children with SpLD; and
(b) special arrangements made for them in examinations.

1.5 This investigation follows on from those earlier investigations and covers measures adopted by EDB for primary and secondary schools in the public sector to provide support services to SpLD students, with particular emphasis on:

(a) funding and resource support to schools;
(b) monitoring and feedback systems;
(c) professional services to schools;
(d) training for teachers; and
(e) stakeholders' roles.

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[2] *The prevalence rates were based on a study at 29 primary schools. Source: Chan, David W.; Ho, Connie Suk-han; Tsang, Suk-man; Lee, Suk-han; Chung, Kevin K. H. (2007), Prevalence, gender ratio, and gender differences in reading-related cognitive abilities among Chinese children with dyslexia in Hong Kong.* ***Educational Studies****, Vol. 33 Issue 2, p249-265.*

[3] *According to the Hong Kong Specific Learning Difficulties Research Team website (searched on 17 February 2009), the prevalence rates are 1.3 to 5% in Italy, 3.3% in Singapore, 6% in Japan, 6% in the UK and 8.5% in USA.*

METHODOLOGY

1.6 Apart from examining information on policy, procedures and practices, we interviewed key stakeholders, including school personnel, parents of SpLD children and a self-help group of parents. We also appealed for views from the general public.

Reference Materials and Documents

1.7 We examined:

(a) EDB's information on support services and relevant statistics;

(b) EDB documents for schools –

(i) Integrated Education Operation Guide – June 2008;

(ii) Performance Indicators for Hong Kong Schools 2008 with Evidence of Performance;

(iii) Catering for Student Differences ~ Indicators for Inclusion;

(iv) The Next Phase of External School Review: Information for Schools;

(v) Understanding and Helping Students with Special Educational Needs ~ A Guide to Teaching

(c) EDB circulars; and

(d) EDB leaflets for parents.

Interviews and Visits

1.8 In July 2008, we visited the Hong Kong Association for Specific Learning Disabilities ("HKASLD"), a self-help non-governmental organisation for parents with SpLD children.

1.9 Between May and November 2008, we interviewed:

(a) 48 staff members (including school principals, subject teachers, student guidance teachers, school development officers, school social workers and teaching assistants) of nine primary schools and four secondary schools, nominated by EDB or selected by this Office; and

(b) five parents, referred by HKASLD or contacted by this Office, who have children with SpLD.

1.10 In November 2007, The Ombudsman and other officers attended the Hong Kong Summit on Specific Learning Disabilities organised by the Hong Kong Society of Child Neurology & Developmental Paediatrics. In June 2008, our investigator attended a Parent Workshop on Enhancing Literacy and Numeracy Skills of Pupils with SpLD, organised by EDB for parents with SpLD children.

Appeal for Public Comments

1.11 At the press conference on 14 February 2008 to declare this direct investigation, The Ombudsman appealed for public comments and suggestions. Written comments were subsequently received from two parents with SpLD children.

INVESTIGATION REPORT

1.12 On 18 February 2009, we sent a draft investigation report to the Permanent Secretary for Education for comments. Having considered his comments, we issued the final report on 23 March 2009.

2

LEGISLATION AND GOVERNMENT POLICY

EQUAL OPPORTUNITIES

2.1 Disabled students' right to equal opportunities is protected under the Disability Discrimination Ordinance ("the Ordinance"). The "Code of Practice on Education under the Disability Discrimination Ordinance" ("the Code"), issued by the Equal Opportunities Commission to spell out more specifically the application of the Ordinance in the field of education, states that "the provisions of the Ordinance apply to a wide range of persons, including those usually referred to as persons with specific learning disabilities".

2.2 In 2001 and 2003, the former Education and Manpower Bureau issued to schools circulars on the Code, outlining the principles of equal opportunities and the obligation of schools to establish procedures for grievance.

INTEGRATED EDUCATION - OBJECTIVE

2.3 Under Government's policy on special education, students with severe or multiple disabilities are placed in special schools and provided there with intensive support services. In 1997, a two-year pilot project was conducted to step up support for five types of students with disabilities enrolled in mainstream schools. In recent years, the enhanced support has been extended to three other types of special

educational needs, including SpLD. Students with SpLD and other specified types of special educational needs[4] enrolled in mainstream schools can benefit fully from education through mixing and interacting with the mainstream student population, the rationale being that these children will have to integrate eventually into our community.

2.4 The main objective of integrated education is to promote among students, teachers and parents acceptance of and respect for individual differences conducive to the development of students' personal potential and a harmonious community. To cater for the diverse educational needs of individual students, schools are expected to adjust and accommodate them as appropriate to help develop their abilities, strengths and intelligence.[5]

WHOLE SCHOOL APPROACH

2.5 EDB advocates a Whole School Approach (全校參與模式) to integrated education in providing learning opportunities for students in every aspect of school life. With this approach, ideally all school personnel under the leadership of the school head work closely together to create an inclusive environment for their students' special educational needs, of which SpLD is one[6].

2.6 EDB provides a Learning Support Grant to schools with students having special educational needs and/or academically low achievers. The Grant, calculated on a **per capita** basis, is allocated to the **school as a whole** on top of basic and other EDB provisions. Schools are encouraged to pool all available resources holistically for optimal cost-effectiveness. This funding arrangement is defined by EDB as "個別計算，整體運用" (per capita calculation, holistic use)[7]. This is in line with the policy for School-Based Management (校本管理) giving schools flexibility and autonomy in managing their operations and resources.

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[4] *According to EDB, the eight types of special educational needs are: SpLD, Intellectual Disability, Autism Spectrum Disorders, Attention Deficit / Hyperactivity Disorder, Physical Disability, Visual Impairment, Hearing Impairment and Speech and Language Impairment.*

[5] *This paragraph is mainly based on Chapter 1, "Integrated Education Operation Guide – June 2008", EDB.*

[6] *This paragraph is mainly based on Chapter 4, "Understanding and Helping Students with Special Educational Needs ~ A Guide to Teaching", EDB.*

[7] *Chapter 9, "Integrated Education Operation Guide – June 2008", EDB.*

3

SCHOOL-BASED SUPPORT SERVICES FOR SPLD STUDENTS

3.1 Based on information from EDB, the following is an overview of the support services provided in mainstream schools to students with SpLD and other special educational needs.

MANAGEMENT AND ORGANISATION

3.2 Most primary schools have set up a Student Support Team[8] to plan, oversee and monitor the use of resources and provision of services for students with SpLD and other special educational needs. The Student Support Team keeps a register of these students and reviews their progress regularly. It advises on support services and academic adjustment for them. Under the principle of home-school cooperation, the Team is to maintain regular liaison with parents to obtain their feedback and seek their support in teaching their children at home by adopting the methods suggested by the Team.

[8] *According to Chapter 5, "Integrated Education Operation Guide – June 2008", a Student Support Team may consist of the principal, the vice-principal or an experienced teacher as the coordinator; class/subject teachers with students having special educational needs; the curriculum development officer; the student guidance teacher; the school social worker; and parents and EDB officers to attend certain meetings on a need basis.*

3.3 With additional EDB resources such as the Learning Support Grant **(para. 2.6)**, the following student support services are normally available:

(a) additional teachers and teaching assistants;

(b) special services from non-governmental organisations (e.g. after-school training programmes for students and parent training); and

(c) professional development to equip teachers with knowledge and skills.

LEARNING AND TEACHING

3.4 Students with SpLD and other special educational needs are usually supported in schools by a three-tier intervention model as at **Table 1**:

Table 1: Three-Tier Intervention Model

Tier	Target	Support
1	Students with transient or mild learning difficulties	Quality teaching in the regular classroom as set out in the guidelines on catering for learning difficulties
2	Students assessed as having persistent learning difficulties, including those with special educational needs	"Add-on" intervention such as small group teaching and pull-out programmes
3	Students with severe learning difficulties	Intensive individualised support through an Individual Education Plan devised by teachers after discussion with professionals and parents

3.5 EDB requires public sector primary schools to implement the Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils. This is an annual exercise aiming at identifying Primary One students with learning difficulties so that schools may plan and provide appropriate early support, which may include the following:

(a) small group remedial teaching;
(b) peer tutoring; or
(c) individual learning support in the form of a structured learning programme.

STUDENT SUPPORT AND SCHOOL ETHOS

3.6 Schools are encouraged to create an inclusive environment, foster peer acceptance and support, and promote home-school cooperation. For students with SpLD and other special educational needs, emphasis is given also to identification and realisation of their potential and strengths in non-academic pursuits.

3.7 To this end, according to EDB, many schools have adopted the following measures to support these students:

(a) after-school remedial classes;
(b) counselling and guidance;
(c) measures to facilitate home-school collaboration;
(d) peer-group support programmes supervised by teachers;
(e) moral and civic education activities to promote understanding and acceptance of individual differences; and
(f) peer support and parent education to nurture an inclusive school culture.

We applaud these schools for their positive approach.

4

EDB SUPPORT TO SCHOOLS

4.1 To enable schools to support students with SpLD, EDB has developed assessment tools and resource packages, injected additional funds, provided professional support and organised training for teachers.

ASSESSMENT TOOLS AND RESOURCE PACKAGES

4.2 To facilitate early identification and timely invention, EDB has developed two sets of assessment tools[9] for use by educational psychologists to test primary and secondary students. A set of norm-referenced Observation Checklists for Teachers is distributed to all public sector primary schools to help teachers and relevant school personnel identify students with potential problems in learning[10].

4.3 EDB has also developed guidelines and a number of teaching and learning kits for teachers (**Annex 1**) to help their students improve their literacy and learning skills.

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[9] *The Hong Kong Test for Specific Learning Difficulties in Reading and Writing for primary and secondary students respectively.*

[10] *Assessment and identification of students with SpLD was covered in our earlier direct investigation completed in April 2007* ***(para. 1.4)****.*

ADDITIONAL FUNDS AND RESOURCES

Eligibility for Additional Funds

4.4 On top of the basic provision, EDB provides additional resources under different schemes to schools with students having special educational needs, including physical disabilities and SpLD, and requiring Tier 2/3 support or intervention (**para. 3.4**). Generally speaking, a school is eligible for additional resources if:

(a) it has students assessed by a qualified professional such as psychologist, speech therapist, audiologist and medical doctor as having a disability that hinders learning (i.e. **special educational needs**); or

(b) it has students with significantly **low academic achievement** by certain specified standards.

The Schemes

4.5 An overview of the major support schemes introduced by EDB over the years is at **Table 2.**

Table 2: EDB-Administered Support Schemes

Available to	Support Schemes*				
	IE Programme#	NF Mode/ Learning Support Grant	IRT Programme	SBRS Programme@	New Initiative
Primary Schools	√	√	√	×	×
Secondary Schools	√	√	×	√	√
Additional Resources	One resource teacher, one teaching assistant, recurrent grant	Learning Support Grant	One teacher, recurrent grant	Additional teachers	Additional teachers

* *IE Programme: Integrated Education Programme (融合教育計劃)*
NF Mode: New Funding Mode (新資助模式)
IRT Programme: Intensive Remedial Teaching Programme (小學加強輔導教學計劃)
SBRS Programme: School-Based Remedial Support Programme (校本輔導計劃)
New Initiative: New Initiative to Cater for Academic Low Achievers at Junior Secondary Levels (為照顧成績稍遜初中學生的新措施)

\# *EDB has ceased inviting new participants to join the IE Programme since the introduction of the New Funding Mode in 2003/04.*

@ *SBRS Programme was phased out in 2008/09 with the introduction of the New Initiative.*

Details of the background, eligibility criteria, amount and calculation of resources under these schemes are at **Annex 2.**

PROFESSIONAL SERVICES

Educational Psychology Services

4.6 Apart from assessment and development of assessment tools for students with SpLD or other special educational needs, EDB provides the following educational psychology services to public sector schools on a need basis:

(a) support and consultation on appropriate help for these students such as advice on adaptation of learning materials and use of appropriate teaching strategies;

(b) guidance and support for adopting the Whole School Approach in schools' educational culture, policy and practice to cater for these students' diverse needs; and

(c) training and networking activities for school personnel.

4.7 The above educational psychology services are provided either by EDB's own educational psychologists or those engaged from outside (i.e. Outsourced Educational Psychology Service [11] by non-governmental organisations). The number of EDB and outside educational psychologists and their publicly funded

[11] *EDB provides school-based Educational Psychology Service to needy primary schools through outsourcing.*

caseload from 2005/06 to 2007/08 are shown at **Table 3:**

Table 3: Number of Educational Psychologists ("EPs") and Caseload*

Year	EDB			Outside		
	EPs	**Cases**	**Caseload per EP**	**EPs**	**Cases**	**Caseload per EP**
2005/06	28	3,267	117	15	1,589	106
2006/07	27	3,727	138	19	2,076	109
2007/08	27	4,118	153	14.5	1,777	123

* *Case work constitutes only part of an EP's workload.*

School Visits by EDB Officers

4.8 Special Education Support Officers, with relevant academic qualification and experience in special education, visit primary schools at least three times a year:

(a) to promote an inclusive culture and the Whole School Approach;

(b) to advise teachers on the use of appropriate teaching and learning strategies for helping students with SpLD and other special educational needs;

(c) to provide on-site advice and guidance to teachers on difficult cases ; and

(d) to monitor students' progress by vetting learning records of students prior to visits and discuss individual cases with the schools.

4.9 Since April 2007, on a pilot basis, educational psychologists and Inspectors have identified 56 secondary schools which are in need of more intensive support. Consultation visits are paid to these schools to promote the Whole School Approach to catering for students with special educational needs. Starting from the 2008/09 school year, educational psychologists and Inspectors visit these schools three to five times a year. EDB intends to introduce this intensive support service to

other secondary schools.

Other Professional Support

4.10 Professional development seminars are organised throughout the school year for school principals, senior teachers and members of the Student Support Teams to keep them abreast of the latest developments in special education. Experience-sharing seminars are organised among schools to promote good practices in supporting students with special educational needs. For instance, in May and July 2006, 49 district-based workshops were held to enhance knowledge and skills in supporting students with SpLD and other special educational needs. The workshops were attended by about 1,540 school heads and teachers from 563 primary schools.

Special Education Resource Centre

4.11 The Special Education Resource Centre provides a library for teachers with reference materials on good practices, trends and developments on support for students with special educational needs. The Centre is equipped with multi-media facilities so teachers can produce suitable teaching materials. In 2007/08, about 2,600 persons visited the Centre.

TRAINING FOR TEACHERS

In-service Training

4.12 Since 2007/08, EDB has put in place a five-year teacher professional development framework on integrated education. This consists of structured courses on special educational needs at three levels: basic (30 hours), advanced (90 hours) and thematic (60 hours). Full-time teachers employed by publicly funded schools are granted paid study leave to attend these courses and supply teachers are provided to the schools concerned.

4.13 While these courses are not compulsory, EDB expects each school to meet the following targets by 2012/13:

(a) Basic course: at least 10% of teachers have completed this course.

(b) Advanced course: at least three teachers have completed this course.

(c) Thematic course on SpLD: at least one Chinese Language teacher and one English Language teacher have completed this course.

(d) Thematic course on other special educational needs: at least one teacher has completed the thematic course on a particular special educational need that the school has to cater for.

4.14 EDB monitors the training records of teachers electronically. It follows up with schools where the teachers are underrepresented in enrolment for professional development.

4.15 Other than structured training courses, EDB organises, from time to time, various theme-based training activities such as workshops, seminars and experience-sharing sessions for school principals, teachers and teaching assistants to promote the latest development and effective strategies in catering for students with special educational needs.

Pre-Service Training

4.16 Institutes of teacher education enjoy academic autonomy. The following institutes offer various courses, programmes or modules on catering for students with special educational needs in their pre-service teacher training:

(a) Hong Kong Institute of Education;
(b) Chinese University of Hong Kong;
(c) University of Hong Kong; and
(d) Hong Kong Baptist University.

Details of these courses, programmes or modules, which range from a 30-hour module to a degree programme, are at **Annex 3**. Among these teacher training institutes, Hong Kong Institute of Education is the only institute offering a

compulsory module on special educational needs[12]. Other institutes offer elective courses on special educational needs.

Level of Training Received

4.17 According to EDB, about 27% of primary school teachers and 11% of secondary school teachers in the public sector have received basic training in SpLD through EDB-organised talks, seminars, training courses and workshops. As for teachers with more in-depth training in SpLD, as at April 2008, 70% of primary schools and 24% of secondary schools enrolled with SpLD students have at least one teacher having completed 30 hours of comprehensive training in SpLD[13].

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[12] *A core module on "Understanding and Managing Diversity" has been included in its Bachelor of Education (Honours) programme since 2006/07.*

[13] *The training referred to in this paragraph includes EDB-organised talks/seminars/workshops and structured training courses provided by tertiary institutes and courses under the five-year professional development framework.*

5

EDB MONITORING AND FEEDBACK SYSTEMS

PERFORMANCE INDICATORS

5.1 EDB has developed a Performance Indicators Framework[14] as a common platform for self-evaluation and external evaluation of school performance. The Framework consists of four domains, subdivided into eight areas and 23 Performance Indicators. Support for student development, in particular for those with special educational needs, is one of the Performance Indicators.

5.2 Evidence of performance at two levels, viz, "excellent" and "acceptable", is drawn up against each Performance Indicator area to facilitate evaluation. Extracts of Performance Indicator "5.1 Support for Student Development" and examples of excellent and acceptable performance from EDB document are at **Annex 4**. Schools are expected to take reference from the Performance Indicators in planning, implementing and evaluating school development, including support for students with SpLD and other special educational needs.

[14] *Details of the Framework are outlined in a document entitled "Performance Indicators for Hong Kong Schools 2008", EDB.*

MONITORING AND FEEDBACK SYSTEMS

School Self-Evaluation and External Review

5.3 Under the policy for the development and accountability of schools, EDB emphasises the importance of self-evaluation by schools in recognition of their central role in effecting improvement. Self-evaluation by schools themselves is complemented by external review by EDB officers.

5.4 For **self-evaluation** of school performance in catering for student diversity, EDB has developed a tool: a document "Catering for Student Differences ~ Indicators for Inclusion". This is a set of support materials to assist schools in setting observable targets and success criteria, which correspond to the more broadly defined Performance Indicators (**paras. 5.1 – 5.2**).

5.5 EDB conducts **external school review** to validate self-evaluation by schools and to provide schools with feedback and suggestions for improvement. The review is conducted by a team consisting of EDB officers, principals and teachers from public sector schools and educators from tertiary institutes. The review is structured to encompass components such as collecting selected samples of students' assignments, shadowing students [15], observing lessons and meeting with representatives of the School Management Committee or Incorporated Management Committee, teachers, students and parents. Schools are required to release the findings of the review to the School Management Committee or Incorporated Management Committee, teachers and parents for information and feedback for improvement and accountability.[16]

Regular School Visits

5.6 Under the overarching quality assurance system above, EDB endeavours to ensure that schools granted additional funds and resources under the support schemes (**para. 4.5**) are providing proper support for students with special educational needs including SpLD. This is primarily through scheduled visits to schools by Special Education Support Officers (**para. 4.8**) and Inspectors. Generally

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[15] *For the purpose of acquainting the review team with students' learning experience, student shadowing is conducted. Members of the team spend specified period of time with selected students to observe their school life.*

[16] *This paragraph is based on "The Next Phase of External School Review: Information for Schools", Quality Assurance Division, EDB, September 2008.*

speaking, they make three inspection visits each school year, staggered at the beginning, the middle and the end of the school year. During these visits, they take note of and advise on the promotion of inclusive culture, the operation of the support scheme, the use of resources and the progress of students with SpLD and other special educational needs. After each cycle of visits, EDB will review the performance of the schools. EDB Inspectors and specialists will visit the schools in need and advise them to improve their support for their students. The themes and major areas of concern for the next cycle of school visits will then be planned and adjusted accordingly.

Requirements for Schools

5.7 Schools receiving additional funds and resources under the EDB support schemes are subject to the following requirements:

(a) They are to keep a separate ledger for all income and expenditure relating to the grants. In this connection, publicly funded schools are required to adhere to the guidelines set out in an annual circular memorandum on categorisation and submission of annual accounts for auditing. Government schools have to comply with instructions from EDB's Finance Division in handling financial matters.

(b) Their School Development Plan, Annual School Plan and Annual Report are to include the practices and measures to support students with special educational needs; and these documents are also to be published on the school website.

(c) They are to devise a learning support plan for each student with SpLD or other special educational needs, specifying instructional adaptation, support measures and accommodation for these students. The plan should be devised after discussion among teachers, professionals and parents at Student Support Team (**para. 3.2**) meetings or case conferences. A sample of the plan[17] is at **Annex 5**.

[17] *Extracted from "Integrated Education Operation Guide - June 2008", EDB.*

(d) The Student Support Team is to review each student's progress and adjust the support measures if necessary.

(e) They are to review the effectiveness of the support measures for each student at the end of the school year by completing an evaluation form [18] (**Annex 6**) with participation of school personnel, parents and EDB representatives to evaluate the progress of the students and to set objectives for the coming school term. The form contains factual information (e.g. the support measures provided), self-evaluation by the school (e.g. on students' performance) and parents' feedback.

(f) They are to review the effectiveness of the support measures for the school as a whole by completing an evaluation form (**Annex 7**) for scrutiny by EDB's Special Education Support Officers.

Redress System

5.8 In addition to its established procedures for handling public complaints, EDB has put in place a mediation mechanism, pursuant to the Code of Practice in Education under the Disability Discrimination Ordinance published by the Equal Opportunities Commission (**para. 2.1**), to handle complaints and grievances from parents about education opportunities for students with special educational needs. If the school and parents fail to reach resolution, EDB officers will visit the school to offer expert advice. If disagreement persists, the parties concerned can approach EDB's Regional Education Offices for mediation. A pamphlet[19] on the mediation service and telephone numbers of the Regional Education Offices (**Annex 8**) can be downloaded from EDB's website. A leaflet[20] advising parents on the available resources and services and the avenue of seeking assistance from EDB in case of disagreement with the school (**Annex 9**) is distributed to parents through schools and EDB's Regional Education Offices.

[18] *Ibid.*

[19] *The pamphlet is entitled "Parent-School Coordination and Mediation Mechanism".*

[20] *The leaflet is entitled "為在普通學校就讀而有特殊教育需要的學生所提供的支援服務家長指南".*

5.9 Between 2005/06 and 2007/08, EDB received **only one** complaint requiring mediation in disagreement over support services for SpLD: The parent of a secondary school student with SpLD approached EDB, alleging that the school had not provided sufficient support for her daughter. After EDB's intervention, the school provided guidance, special homework and special arrangements for internal examinations. A teacher was assigned as a contact person to enhance home-school communication.

5.10 In sum, EDB has measures for multiple monitoring:

(a) self-evaluation by schools;
(b) external review by EDB officers;
(c) regular visits to schools;
(d) specific requirements for compliance by schools; and
(e) redress as well as complaints arrangements for parents.

6

ROLE OF STAKEHOLDERS AND PUBLIC AWARENESS

ROLE OF STAKEHOLDERS

6.1 A student with SpLD requires support services throughout his school life. Different members of the school's teaching and administrative personnel play pivotal and inter-dependent roles in creating an environment which can help these students to bypass their learning difficulties and to develop their strengths and potential. The following paragraphs outline their **expected roles.**

Class and Subject Teachers

6.2 Class and subject teachers, in particular those of languages and mathematics, are often the first to observe signs of learning difficulties among their students. On discovery of those signs, they liaise with designated members of the Student Support Team for assessment, planning and implementation of support measures for these students. They also liaise with parents to provide support and advice on dealing with their children's difficulties at home.

Student Guidance Personnel

6.3 In primary schools, there are full-time student guidance personnel, who may be a teacher or a social worker, to work with the Student Support Team to provide support for students with learning and behavioural problems. They are often

the first persons approached by parents or colleagues who suspect learning problems with the children. They can contribute to the planning and strategies of peer support and other social adjustment measures for such students. Apart from organising group programmes, they can give counselling support to students and parents.

School Social Worker

6.4 In secondary schools, there are full-time school social workers who are responsible for helping students to develop their potential, build positive values, promote healthy personal growth and cope with behavioural, emotional and adjustment problems. The school social worker is usually a member of the Guidance Team[21] of the school. Parents sometimes turn to them as a contact point, especially when they have disagreement with class and subject teachers on what support should be made available to their children.

6.5 It is not uncommon for school social workers to be seen as the professional expert for dealing with students having problems or difficulty with their family relationship. They can help these students raise their self-esteem. Although some of the generic skills covered in their training may be applicable to students with special educational needs, they are not professionally trained in special educational needs. Nonetheless, they make valiant efforts to assist as much as possible.

School Principals

6.6 School principals have a key role in promoting a culture and school environment friendly to students with SpLD and other special educational needs. They advise the School Management Committee or Incorporated Management Committee on operational policies and strategies for supporting students with learning difficulties. They co-ordinate and monitor the use of resources, facilitate staff development and ensure staff awareness of special educational needs. Their leadership and encouragement to the entire school personnel in giving support to students with special learning needs are crucial. They have a duty also to devise measures and strategies to involve parents in making decisions on these matters.

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[21] *A Guidance Team usually consists of a guidance teacher, a discipline master/mistress and a school social worker. Through organising school-wide activities, the team provides pastoral care and promotes psycho-social development of the school's student population.*

Parents

6.7 Most parents are concerned about their children's education and future. As prime carers of their children at home, they are best placed to notice any learning problem. In such event, they should discuss frankly with teachers and relevant school personnel about their children's need for support. Parents have a duty and an inherent role to give their children a supportive home environment in which to live and to learn. In particular, they can help their children, especially while in primary school, make homework a pleasant and rewarding experience, thus reinforcing their learning at school. Parents can also conduct home-based coaching to enhance their children's skills in spelling, reading, word recognition and studying generally.

Non-governmental Organisations

6.8 Non-governmental organisations for support to children with SpLD range from social service organisations to advocacy groups formed by parents or other interested parties such as doctors, psychologists and teachers. Social service organisations offer centre-based services or provide services to schools to support students with SpLD. They come together to form a network to support parents in particular and organise activities such as enquiry hotlines, workshops and seminars to enhance public awareness of SpLD. They also offer experience-sharing sessions and Internet-based forums for parents to generate mutual support. Some play an advocate's role in feeding information to Government on provision for students with SpLD.

EDB PROMOTION OF PUBLIC AWARENESS

6.9 EDB undertakes various activities to promote public awareness of SpLD, with emphasis on school personnel and parents.

Among School Personnel

6.10 Some of the major activities by EDB in the past three years are outlined here. In November 2005, EDB organised a series of three-day seminars on new educational resources and good practices in schools. These were attended by over 1,700 teachers, parents and relevant professionals. In the 2006/07 and 2007/08 school years, a series of training sessions for school heads was conducted to promote

the Whole School Approach for supporting students with special educational needs. Under the Jockey Club's "Read and Write Project"[22] (喜閱寫意：賽馬會讀寫支援計劃), a five-year training programme from 2006/07 to 2010/11 has been launched for primary school Chinese Language teachers.

6.11 EDB has published assessment tools and resource packages for teachers for early identification and intervention in respect of special educational needs. Under a School Partnership Scheme, schools adopting good practices to support students with special educational needs are designated as resource schools. These resource schools support other schools and share experience with them. The Quality Education Fund[23] has commissioned the Hong Kong Institute of Education to coordinate a Teacher Networking Scheme from 2006/07 to 2007/08 to facilitate sharing of good practices in supporting students with SpLD among primary schools.

Among Parents

6.12 On a regular basis, EDB sends invitations *via* schools to all parents of primary school students newly assessed as having SpLD to a series of workshops on how to help their children improve their literacy and numeracy skills **(para. 1.10)**. EDB distributes leaflets and CD ROMs to parents through schools and its Regional Education Offices on the importance of early identification, management of SpLD children and available resources and services. The leaflets can also be downloaded from websites of EDB and Hong Kong Education City[24]. Moreover, EDB officers use regular school visits to remind schools to make known to parents the support measures of the school for their children.

Among General Public

6.13 Through the mass media, EDB officers take part in public forums, radio and television programmes and press interviews to promote public awareness of SpLD. EDB also organises talks and workshops with non-governmental

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[22] *The Project is a Jockey Club initiative launched in September 2006. Its multi-disciplinary team, steered by the University of Hong Kong and comprising collaborating partners from EDB, the Chinese University of Hong Kong, Heep Hong Society and Society of Boys' Centres, undertakes research, teacher training and provides school-based and district-based support to students with SpLD.*

[23] *The Quality Education Fund was established by Government in January 1998 to finance non-profit making projects for the promotion of quality education in Hong Kong.*

[24] *Incorporated in 2002, the Hong Kong Education City is solely funded by Government as a strategic partner of EDB.*

organisations. Through EDB's coordination, a common virtual platform has been created on the websites of Hong Kong Education City and Hong Kong Council for Social Services to improve public access to information about services for SpLD. In 2004, Hong Kong Education City launched the "Inclusive Village" website to share information and resources on support for students with special educational needs. There is also a networking platform for parents and schools.

7

OBSERVATIONS AND OPINIONS

PREAMBLE

7.1 Provision of support services for students with SpLD requires professional specialisation with a wide spectrum of expertise. Over the years, EDB has been making substantial efforts and injecting additional funds and other resources into the education system to improve services for these students. We consider EDB support to be generally well conceived. The question is how effective it is.

7.2 Students with SpLD cannot be effectively supported without active involvement of and interaction among stakeholders (**paras. 6.1 – 6.8**). Scrutiny of information from EDB and interview with some key stakeholders have identified a number of issues for attention and improvement. In the ensuing paragraphs, we describe some of these, which are issues of concern pinpointed by teachers, principals and parents we contacted.

7.3 We have not used a structured sampling method to select parents and school personnel for interview, because our aim was mainly to gather issues for examination. The views and allegations reported are, therefore, primarily anecdotal, and not statistically representative. Nevertheless they give a good enough picture of people's experiences in their first contact with SpLD and their learning curve thereafter.

7.4 Many personal experiences told by parents and teachers of SpLD students are heartrending. While many felt let down in their quest for help for their children, it is encouraging that some teachers and parents have reported success stories of SpLD students who, given appropriate support, are making good progress and even excelling in their academic studies. Some are also given the opportunity to develop and demonstrate their strengths and talents in non-academic areas such as sports, visual arts and performing arts.

FUNDING AND RESOURCE SUPPORT

Anomalies Progressively Removed

7.5 The schemes for additional funds and resources to schools have evolved over the years, with the newer models introduced to address certain anomalies in the pre-existing funding arrangements.

7.6 As early as 1997, Government conducted a two-year pilot scheme of inclusive education at nine schools on a voluntary basis. This has since been developed into the **Integrated Education Programme**, under which one resource teacher and a recurrent grant are provided to each school, primary or secondary, which has five or more students with special educational needs. With eight or more of such students, a school is entitled to an additional teaching assistant. Support is capped at one resource teacher and one teaching assistant. This means that schools with enrolment of students below the eligibility threshold will get no additional funds or resources, whereas those with students exceeding the threshold may get less than their actual needs.

7.7 Nevertheless, under the **Intensive Remedial Programme**, the **School-Based Remedial Support Programme** and the **New Initiative**, enrolment of prescribed numbers of students with low academic achievement entitles the school to additional teachers and recurrent grant[25]. These have unintentionally and indirectly filled the service gap that fell outside the funding eligibility threshold of the Integrated Education Programme. Schools with students having special educational needs and low academic achievement are now entitled to some additional manpower to cater for the needs of their students.

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[25] *Details of entitlements under these schemes are listed in paras. 3 – 5 of Annex 2.*

7.8 The **New Funding Mode** (Learning Support Grant), introduced for primary schools in September 2003 and for secondary schools in 2008/09, is different from the other support schemes. It directly links the number of students with SpLD (and other special educational needs) to funding entitlement. Any school enrolled with students with special educational needs may apply for an annual Learning Support Grant, calculated at $10,000 per student requiring Tier 2 support and at $20,000 per student requiring intensive support at Tier 3. A basic provision of $120,000 is provided to a school with one to six students requiring Tier 3 support. As such, this scheme is a fairer determination of the provision by avoiding the service gap mentioned in paragraph 7.6 above. Furthermore, since the 2008/09 school year, the ceiling of the annual funding for each school has been increased from $550,000 to $1,000,000. This represents Government's stronger commitment to supporting students with SpLD.

7.9 EDB encourages schools to change to the New Funding Mode, as the Whole School Approach is considered more effective in catering for students' special educational needs. Between 2006/07 and 2008/09, more than 50% of the primary schools adopted the New Funding Mode and received the Learning Support Grant each year.

Complex Basis for Granting Funds and Resources

7.10 Under the New Funding Mode, funding is calculated on a per capita basis, but the grant is not earmarked for specific students. In line with the Whole School Approach (**para. 2.6**), it is given as a block grant, with spending flexibility in the hands of school management. Funds granted under the New Funding Mode is an additional resource on top of the basic and other provisions for the whole school. Schools are expected to pool together the grant and its other resources, to be used across the student population for optimal cost-effectiveness to support students with SpLD and other special educational needs. Similarly, entitlements under other support schemes involving allocation of additional manpower are to be merged with other resources available and then deployed holistically.

7.11 For schools which have a good understanding of and an established policy systemically to help SpLD students, such flexibility has the advantage of empowering school management and the Student Support Team to maximise resources to identify the support measures most suited to their students' needs. Clearly, this is conducive to effective use of limited resources. Most schools we

interviewed welcome this approach for its administrative flexibility and freedom to develop appropriate and timely support measures for students.

7.12 However, such a "global" approach also risks overlooking the specific needs and goals in respect of individual students who do not conform to needs and goals of the "mainstream" body of students. This raises the question of how EDB monitors schools' use of the additional funds and resources. Some parents are highly suspicious that funds intended for redressing special educational needs have been used for other school priorities (e.g. for gifted students) to enhance the image or competitiveness of the school. Such sentiments cannot be conducive to cooperation or cordial rapport between the school and parents.

Openness and Transparency

7.13 From our observation, parents who harbour such suspicions have stories to illustrate that the schools' intentions to help their SpLD students were mere lip service. Often suspicions are brought on by a perceived indifference or hidden hostility on the part of teachers or school personnel who are the main party entrusted with primary responsibility to help their SpLD students. Openness and transparency on school policy and remedial measures for supporting students with special educational needs are, therefore, needed to dispel doubt and suspicion among parents. Coincidentally, they would also promote **accountability** of school management as required under the School-Based Management policy. According to EDB, "the *quid pro quo* to additional autonomy [under school-based management] is that schools have to be more transparent in their operations and accountable to the community for their performance and proper use of fund"[26]. In this regard, EDB expects schools to publicise their support measures on their websites **(para. 5.7(b))**. But implementation seems to have been left entirely to the school management, as there is no external yardstick to gauge compliance. Not surprisingly, the outcome is inconsistent. Among the 13 schools we visited, we find that while some have elaborated on their websites measures made available under support schemes, others only disseminate scanty information. Two schools enrolled with students with SpLD and other special educational needs have not publicised at all what measures and practices they adopt to help those students.

[26] *Brief Introduction of School-based Management, EDB website (www.edb.gov.hk).*

7.14 The support schemes available to schools differ in terms of funding calculation and mode of support. Different schools subscribe to different schemes. Depending on whether a school subscribes to one or more of such schemes, funding may vary from year to year. Complicating the matter further, the operation of the Learning Support Grant "個別計算，整體運用" (per capita calculation, holistic use) **(para. 2.6)** is not a straightforward concept. It is not easy for laymen to understand the funding basis. Much discretion is given to a school's management in how funds are to be used. When schools have not publicised their support services for SpLD students and parents feel that the school is not doing enough, it is inevitable for parents to be suspicious that their children are not receiving the special help they deserve.

7.15 In our interviews with parents, we noticed that they are most keen to know which support schemes apply to their children's school and how the additional funds and resources have been translated into services for their children. Many tell of their inability to get answers from schools and this breeds suspicion. In individual cases, this has led to disputes between parents and the school. In the words of a parent of a primary school student with SpLD, who has raised the question:

> "I asked [the school] whether EDB had granted it $20,000 to support my son. The school did not give me a direct answer. They only said the resources had been shared with other Integrated Education students."

Clearly, this parent was highly sceptical and felt that his son had been short-changed of help for which EDB had paid the school.

7.16 The parents' self-help group we contacted also strongly advocates transparency of use of funds by schools. It summarised its view as follows:

> "We firmly believe that schools should publicise the amount of grants they receive and how such grants have been used to support SpLD students."

7.17 EDB tells us that some schools are in the course of developing a more transparent policy on supporting students with special educational needs. The Bureau is taking measures to help those schools to improve on this by advising them to strengthen home-school cooperation. However, there appears to have been no

timeline for those schools to catch up in this aspect. In this connection, we consider that EDB should step up measures to promote openness and transparency among schools, a basic principle for School-Based Management. This includes a clear statement on the schools' policy and measures on how they support students with SpLD and other special educational needs.

Delay in Support for Secondary Schools

7.18 While considerable efforts have been made by EDB to provide support for primary school students having SpLD, the secondary school tells a different story. There was in fact no **dedicated** funding or resources to support secondary school students with SpLD until the current (2008/09) school year when the Learning Support Grant was extended to secondary schools. Though EDB points out that the School-Based Remedial Support Programme and the New Initiative targeting secondary students with low academic achievement may benefit students with SpLD or other special educational needs since schools are encouraged to use resources flexibly and many students with special educational needs have low academic achievement, how much SpLD students are thus benefited is unknown. A primary school principal expressed concern over this:

> "I am worried about a 'service gap' in secondary schools since provision of support for SpLD students in secondary schools started only recently."

In one secondary school we visited, four students were diagnosed as having SpLD and a few other students with other special educational needs, but it had no Student Support Team to coordinate support services for these students. The school principal admitted that he and his colleagues were only beginning to learn how to support these students. The vice-principal of another secondary school told us frankly that his school lacks awareness of and support for SpLD students:

> "To my knowledge, we have no cases of SpLD students in this school in the years I have taught here.... We have not made any special arrangements in internal examinations. Teachers here do not have a very good understanding of the needs of SpLD students.... Neither have we ever applied for special arrangements in public examinations for any students.... Some teachers have to tap into their own linguistic knowledge to help

students tackle their reading and writing problems."

7.19 We believe the above illustrates the hitherto truncated approach to supporting SpLD students in our education system. Efforts started well in primary schools were not continued into secondary schools, and yet SpLD students do not grow out of their learning difficulties. It would appear that until 2008/09, many of these students had been ignored once they progressed to secondary schools. Individual students have no doubt been assisted by their schools if they are fortunate enough to study at schools that are enlightened and staffed by educators who know about SpLD. Otherwise, in a school which thinks that it has no SpLD problems, it is anybody's guess as to what additional obstacles had been placed in the way of their learning and their parents' quest for help. We consider that EDB should closely monitor the effectiveness of the Learning Support Grant in secondary schools, taking note of the effectiveness of the Primary School model, to ensure that funds for support services intended for SpLD students will go to such students and that support services for them that began in primary schools continue as they progress through secondary education.

MONITORING AND FEEDBACK SYSTEMS

Loophole of Not Earmarking

7.20 With current funding under the Whole School Approach, additional funds and resources for support services for students in need, though provided on a per capita basis, are not earmarked for individual students or groups (**para. 7.10**). EDB has adopted special measures to monitor whether such students in reality receive support that EDB had already funded (**paras. 5.6, 5.7(c) – (e)**). These measures meant well, but are not always effective. Some teachers told us that given the limited number of school visits, it was impossible to discuss with the Special Education Support Officers the case of every student with special educational needs. School interviews we conducted also tell very different stories. Some schools have devised very detailed learning support plans (**para. 5.7(c)**) for students in need and have dedicated student support teachers who meticulously monitor the progress of individual students. On the other hand, some schools have no plans for their students, although EDB has made such plans a compulsory requirement.

7.21 We acknowledge the many merits of the block grant and the School-Based Management approach. However, their effective operation is dependent entirely on the attitude of the school management, and how enlightened, liberal and accountable they want to be. EDB adopts a "supportive approach to guide and facilitate schools to take positive measures to support students with special educational needs"; it does not "micro-manage" school performance. This is fine for school management that performs well, but may be presuming too much for others who under-perform. We, therefore, believe that a supportive approach must be supplemented by effective monitoring and review. This will enable EDB to initiate timely intervention and rectification when it discovers that schools are not discharging their responsibilities to individual students.

Parental Involvement

7.22 Parents generally know their children better than teachers or other care-givers. This is particularly so for the younger ones who may not be able to vocalise their difficulties or needs. Involving parents in seeking help for students with SpLD is, therefore, crucial to the effectiveness of the intervention measures, as parents have to reinforce these when such children do their revision or learning at home. EDB subscribes to this. EDB's intention is to involve parents in meetings with teachers and educational psychologists in formulating suitable support measures for students (**para. 5.7(c)**). Throughout implementation of these support measures at school, schools are supposed to involve parents also by keeping in touch with them for a better understanding of students' progress and their needs, and informing them of their children's latest developments.

7.23 EDB also requires schools to engage parents in year-end review of the effectiveness of support measures so that parental feedback can be factored into setting targets for the next school year.[27] However, our school visits have revealed that this requirement is not always being met, and that practice varies significantly from school to school. At one end of the spectrum, parental involvement in some schools has developed into a network of volunteer support groups for SpLD students. At the other end of the spectrum, some schools do not even arrange regular meetings with parents to discuss learning plans for the students even though they are required to do so. A parent of a primary school student with SpLD commented:

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[27] *Chapter 8 – Home-School Cooperation, "Integrated Education Operation Guide – June 2008", EDB.*

> "[the school] offered one meeting only at the beginning of the school year. But thereafter, there was no regular follow-up. I requested meetings, but they rejected me with all sorts of excuses: they said they had other meeting engagements, were too busy and had lots of extra-curricular activities."

7.24 We can see EDB's intention to have a flexible, interactive regime of support whereby schools, other professionals and parents work together to devise strategies to help SpLD students overcome their special difficulties encountered in the learning process. This three-legged stool of cooperation could only work effectively if all three parties are willing and relatively "equal" partners in the task, a situation which we have heard existing in a few schools. The parents interviewed for the purpose of this investigation have all been keen to be involved closely by the school in making decisions on support services for their children. We consider parental involvement at various stages of provision of support crucial for a number of reasons:

(a) By keeping parents informed of what is being done by the school to facilitate their children's learning, it enhances parents' understanding of the school's stance and therefore confidence that the school is working for the greater benefit of their children.

(b) By putting in place regular dialogue between parents and the school, it provides feedback on SpLD students' performance and whether the support measures are effective or whether they should be "tweaked".

(c) Parents can be vigilant monitors of school performance.

(d) Schools can use parents to provide home help to reinforce their children's learning and, where appropriate, to serve as volunteers to complement the school's support resources for SpLD students.

7.25 We, therefore, consider it imperative for EDB to institute effective and structured arrangements to facilitate and encourage parents to be more instrumental in deciding services for their children, to be kept informed of progress and to raise concern without fear of reprisal by the school. At the policy-formulation level, EDB

should meet regularly with concern groups, especially those formed by parents, to collect views and gauge their aspirations. We appreciate that EDB's interest in "integrated education" requires it to adopt a broad brush approach in interaction with the many different groups of stakeholders. However, this may not be sufficient in reaching out to specific special needs groups, for whom some avenue for communicating their concerns and needs should be instituted.

7.26 We understand that not all parents are so educated about SpLD or keen to get involved as those we have come across in our investigation. Teachers have told us of some parents who could not accept that their children have SpLD. Fearing stigmatisation as a result of their children being labelled as having SpLD, those parents refused to become involved in the quest for assistance for their children. In such situations, despite best efforts by the school and the professionals, the tripartite cooperation model breaks down and the children will most likely end up as a statistic of low academic achiever.

Redress System

7.27 While both parents and schools work together to help students with SpLD, they come from different perspectives and have different, sometimes, conflicting, priorities. Occasional disagreement is therefore to be expected. EDB has established a redress system for disagreement between parents and schools over arrangements for support services. The Bureau has publicised the redress avenue to inform parents (**para. 5.8**). As can be expected, the parents' self-help group tells us that for fear of victimisation of their children, some parents dare not stand up to the school management in their quest for support for their children at school. Indeed, only one parent made use of EDB's mediation service in the last three years (from 2005/06 to 2007/08) (**para. 5.9**).

7.28 An account of a mother of a junior secondary school student with SpLD reflected her lack of confidence in the redress system:

> "My son has been persistently subject to disciplinary detention for being inattentive in class and not finishing assignments on time.... Detention only makes him feel more alienated and disinterested in school life.... Detention is continuing despite my repeated discussions with relevant school personnel.... I am aware of EDB's mediation service, but I have not asked them

to intervene because I fear that the school authority may label my son a trouble-maker and would give him a harder time."

7.29 Parents' choice to suffer in silence is understandable, but misguided. It does not help their children to get appropriate help to which they are entitled. It is, therefore, of paramount importance that EDB step up publicity of its mediation service, assuring parents of their children's right for equal opportunities to quality education and interceding on behalf of aggrieved children and parents with schools acting in breach of the system.

7.30 EDB has a public duty for efficient and effective implementation of educational programmes. It also has a moral duty to ensure that under its educational programmes, all children are effectively helped to develop their talents to full potential. Dealing with parents' grievances by mediation alone is not adequate. This only represents a safety net for those cases that are in danger of falling out of the system. Instead, EDB should assume a more positive and proactive role in monitoring and rectification. Complaints, whether named or anonymous, are warnings about systemic failure. If they show patterns of similar concern and repeated allegations against certain schools, EDB should initiate early investigation into the schools concerned or to review certain potentially defective policies or practices.

PROFESSIONAL SERVICES

Educational Psychology Services

7.31 Educational psychologists play a crucial role in identifying individual students' specific learning difficulties, and advising on remedial measures and teaching adjustments to help these students bypass their gateway difficulties as they progress through the education system. As shown in **Table 3 (para. 4.7)**, on top of other duties, each educational psychologist has to carry more than 100 cases a year. There is a rising trend of the caseload per educational psychologist between 2005/06 and 2007/08. Many teachers interviewed tell us of their common experience that because of the educational psychologists' heavy workload and numerous commitments, it is often difficult to reach them for timely advice and guidance for dealing with individual students in need.

7.32 Shortage of educational psychologists in Hong Kong is a chronic problem long known to EDB and widely reported in the local media. Hong Kong is served by only about 100[28] qualified practising educational psychologists while the total primary and secondary student population stood at 872,023[29] as at September 2007. At present, the University of Hong Kong is the only publicly-funded institution offering full-time professional training in educational psychology, with a biennial intake of only 20 students. To address the shortfall of educational psychologists, EDB has suggested to the University Grants Committee to increase the provision of training places. The Committee has recently decided to allocate funds to the Hong Kong Polytechnic University to offer a full-time master degree course in educational psychology. The programme is scheduled to commence in 2009/10, with a student intake of 15, on a biennial basis.

7.33 To encourage meritorious students to pursue an educational psychology career, EDB should consider introducing scholarships or bursaries for professional training in educational psychology with undertaking of post-graduation service with Government.

TRAINING FOR TEACHERS

7.34 Under the principles of equal opportunities and integrated education (**paras. 2.1 – 2.4**), every teacher is expected to be able or at least be prepared to teach children with SpLD as well as other special educational needs. Clearly, it is unrealistic and unreasonable to require every teacher to have expert knowledge in SpLD. We firmly believe that all teachers should have some basic understanding of SpLD so that they know at least when to seek professional intervention. In this connection, it is disappointing to note that even now, not all teacher training institutes offer potential teachers training in special educational needs as a matter of their curriculum (**para. 4.16**), though EDB has introduced a strengthened five-year professional development programme in 2007/08 for in-service teachers to cater for students' special educational needs (**paras. 4.12 – 4.13**). We see this as unsatisfactory because EDB's in-service teacher training programme will always be

[28] *Educational psychologist practise in different sectors including schools, NGOs, EDB and the private sector. EDB does not maintain statistics on the total number of educational psychologists in Hong Kong. According to a report in Mingpao Daily News on 22 March 2008, there are about 100 of them. According to the website of the Hong Kong Psychological Society, which operates a voluntary membership system, there are 84 educational psychologists listed as members of its Division of Educational Psychology.*

[29] *Hong Kong Annual Digest of Statistics 2008, Census and Statistics Department.*

playing "catch up" if there is no plan to ensure that all teachers will be trained in SpLD by a given date, however remote that may be.

7.35 We also believe that each school should have at least one teacher who has specialised training in SpLD to act as overall coordinator of the school, to advise and complement class and subject teachers' input to individual students. This overall coordinator can also be charged to provide consultancy and training to fellow teachers and the school management. However, the reality is quite different. As at April 2008, only 27% of primary school teachers and 11% of secondary school teachers in the public sector have received basic training in SpLD (**para. 4.17**). Of schools in Hong Kong which already have admitted SpLD students, 30% of the primary schools and 76% of the secondary schools do not have any teacher trained in SpLD (**para. 4.17**). During our school visits, teachers and principals alike tell us strongly that there is inadequate teacher training in SpLD. Consequently, they lack confidence in dealing with SpLD students.

7.36 A student support teacher of a secondary school remarked:

> "We do not organise parents' workshops because we do not want to make empty promises to parents.... I doubt if my colleagues are ready to face more demands from parents. I am not confident that they have the expertise to provide parents with appropriate advice."

The principal of a primary school attributed some teachers' lack of awareness of SpLD to insufficient training:

> "In the past [before I took up the principal's post three years ago], many teachers in the school had the misconception that accommodating SpLD students was unfair to other students. They didn't realise that SpLD students were disadvantaged.... Some teachers misconstrued that these students' learning problems were manifestation of their laziness and low intelligence.... I think many newly qualified teachers and social workers lack even a basic understanding of SpLD."

7.37 EDB's targets for schools under the five-year professional training framework (**para. 4.13**) are well-intentioned. However, given the reality that all teachers are already having to deal with students with SpLD or other special educational needs on a daily basis, the programme is grossly inadequate. We recognise that some newly qualified teachers have already received pre-service training in special educational needs. Serving teachers can obtain basic training in special educational needs by attending training courses and sharing sessions organised by EDB, non-governmental organisations and teacher training institutes. However, it is far too low a target to provide only 10% of teachers with basic training by way of structured courses in five years. Unless there are policy changes regarding teacher training, it will take decades for EDB's in-service teacher training programme to cover the whole teaching profession, even then it would only be for a total of 180 hours for each participant. Schools and teachers have many priorities, but first and foremost they exist to educate our young; to help develop their full potential in preparation for them to take their place in society in the fullness of time. SpLD is a major stumbling block in some children's learning process. They must be helped to bypass their gateway difficulties if they are not to become casualties in our education system. Timely and sufficient help from teachers, other professionals and parents is, therefore, of paramount importance. We believe that EDB should urgently review its target for providing teachers with basic training in SpLD.

MODE OF TEACHING FOR SpLD STUDENTS

7.38 The issue of how best to support students with SpLD is debatable. From a policy angle, EDB adopted an "integrated education" policy under which students with SpLD and other forms of disability are integrated into mainstream schools to facilitate their interaction with able-bodied students (**paras. 2.3 – 2.4**). We appreciate that this is partly prompted by "equal opportunities" considerations, lest Government and the affected schools might be criticised for discrimination against persons with such disability. However, the educational effects of this policy are not without controversy.

7.39 Insofar as SpLD is concerned, some teachers we interviewed voiced concern about the time and efforts they have to expend to learn about the nature of each student's specific learning problems and to develop strategies to help those students overcome their difficulties. At present, only a small proportion of teachers have received basic training in SpLD (**para. 7.35**). Some teachers have asked

whether the interest of SpLD students could be better served by concentrating expertise and resources in an appropriate number of schools to make them specialists in the SpLD field for the better teaching of SpLD students. From our discussions with teachers and other professionals, and having seen the reported success of a handful of schools practising the specialist approach, we wish to raise a few ideas on modes of teaching for SpLD students for consideration by EDB and educationalists.

Special Classes Within Mainstream Schools

7.40 SpLD students experience barriers to learning in mainstream classes because of their own problems with learning that often result in low self-esteem. To help these students, some mainstream schools organise special classes to provide small group remedial teaching **(para. 3.5(a))** so these students can benefit from a small class setting where teachers experienced in or even trained for SpLD can give them greater attention and specialised care. In line with the principle of inclusive education, some schools administer these classes with considerable flexibility and they monitor the progress of their students placed in these special classes. When a student is considered "ready" to benefit from mainstream classes, they are "re-integrated" into mainstream classes. Some schools have reported that from their experience, this model has benefited some SpLD students, by making significant improvements both academically and in extra-curricular pursuits. The self-esteem and confidence of such students are substantially enhanced. While these small special classes are resource-intensive, they make for better teacher-student relationship and motivate the students to learn more readily.

Enhanced Incentives for Schools

7.41 Under current support schemes, funds and resources are granted to school on a per capita basis in relation to its enrolment of students with special needs. Once funds have been obtained, the school's overall performance in the effective use of funds and resources in support of SpLD students has no bearing on how much additional resources are to be offered in the next school year. Parents' self-help groups consider the current funding approach lacks "reward and punishment" elements, as extra funding only comes with increased enrolment of students with special educational needs. Insofar as schools are concerned, in the final analysis, it boils down to the educational philosophy, direction of the school's sponsoring body and leadership of the school principal. EDB's funding policy provides no incentive for schools to provide better services, nor the disincentive to do otherwise. The

principal of a school which has a good reputation for teaching students with special educational needs[30] told us that EDB's funds were insufficient. They had to rely on resources from its sponsoring body and external sponsors to develop support services for SpLD students. Government should consider the "carrot and stick" question in funding arrangements. We see nothing wrong in granting extra funds to schools which excel in, and have a reputation for, effective support services for students with special educational needs, as they truly fulfil the educational objective of helping each child to develop to his full potential.

7.42 In brief, due incentive should be introduced to acknowledge and encourage schools efficient and effective in supporting students with special educational needs. Both parents and school personnel suggest support for injecting merit-based elements into the funding and support system to improve such services.

Specialised Schools

7.43 We understand that even within education circles, the merits of an inclusive approach versus a specialised approach are still being debated. We have no intention of meddling in such debates. However, the reported experience of parents from across the spectrum of our school system suggests that it may not be a bad thing for schools with aspirations, experience and expertise to cater for students with SpLD to be considered for development into "centres of excellence" for such services. This would offer better opportunities for SpLD children so as to benefit from a specialised school setting. Such schools can also function as resource schools and examples for mainstream schools for better support services.

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[30] *In the junior forms of this secondary school, each class had less than 25 students. The English and Mathematics lessons were split into small classes. The Learning Difficulties Curriculum Group of the school maintained experience-sharing among teachers and oversaw design and adaptation of teaching materials. The level of teacher training in special educational needs had exceeded the targets set by EDB: Of the 39 teachers, 33% had received basic training. Three teachers had completed the 90-hour advanced course.*

8

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

8.1 SpLD are a class of condition, occurring in a child of average or above average intelligence. Like other children, they can attain high academic achievement provided early assessment is made and they receive suitable support in learning and general guidance. There are many famous high achievers in all walks of life who have succeeded despite their SpLD. If any justification is needed, those individuals are shining examples of why it is essential to provide SpLD children with a level playing field to develop their interests and potential.

8.2 Since we commenced our first direct investigation on the subject in August 2005, EDB has made improvement in supporting students with SpLD. The measures are generally well conceived. However, after examining the current system and talking to representatives of some stakeholders about their aspirations, we can see the need for change and improvement in a number of areas.

RECOMMENDATIONS

8.3 The Ombudsman recommends that EDB:

(a) Step up efforts and formulate a timeline for enhancing openness and transparency among schools on:

(i) their policy on supporting students with special educational needs, including SpLD;

(ii) additional resources available for supporting students with special educational needs, in particular as regards SpLD; and

(iii) basic information on measures they can be expected to adopt to support students with SpLD or other special educational needs (including details of remedial classes and peer tutoring programmes, formulation of individual learning support plans, counselling and guidance, home-school collaboration measures, etc.) **(paras. 7.13 – 7.17)**.

(b) Monitor more closely the effectiveness of the Learning Support Grant, in particular in secondary schools to which the Grant was newly introduced in 2008/09 **(para. 7.19)**.

(c) Initiate timely intervention and effect rectification when schools fail to fulfil EDB requirements **(para. 7.21)**.

(d) Require and help all schools to establish an effective and structured mechanism to keep parents informed of their children's progress in school and to enable them to play a more active role in the decision-making process of the school, particularly as regards their own children **(para. 7.25)**.

(e) Conduct regular meetings with parents' concern groups to be kept informed of their aspirations and to obtain feedback on how the support system for students with special educational

needs is working **(para. 7.25)**.

(f) Step up publicity of the mediation service **(para. 7.29)**.

(g) Record and analyse parents' grievances and complaints about inadequate support services provided by schools and conduct probes into those schools suspected of having recurrent or systemic problems **(para. 7.30)**.

(h) Consider introducing scholarships or bursaries for professional training in educational psychology with undertaking of post-graduation service with Government **(para. 7.33)**.

(i) Explore with the University Grants Committee the possibility of making training in special educational needs compulsory in all pre-service teacher training programmes **(para. 7.34)**.

(j) Review the target for basic training for teachers in SpLD **(para. 7.37)**.

ACKNOWLEDGMENT

8.4 The Ombudsman wishes to thank the Permanent Secretary for Education and his staff for their cooperation throughout this investigation.

Office of The Ombudsman
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March 2009

ANNEXES

教育局為讀寫困難學生提供的資源

為專業心理學家提供的評估工具及甄別工具

- 「香港小學生讀寫障礙測驗」(第二版 2007)— 附6歲至12歲6個月小學生常模，包括語文測驗及認知能力測驗。

- 「香港初中學生讀寫障礙測驗」(2007年3月)— 附11歲7個月至15歲6個月中學生常模，包括語文測驗及認知能力測驗。

  網址：http://web.hku.hk/~hksld
  【上述評估工具由香港特殊學習困難研究小組派發，專業心理學家必須先註冊為使用者方可使用。】

- 「社交行為表現問卷」(家長版本) 及 (老師版本) (2007)
  「專注力及自制力量表」(家長版本) 及 (老師版本) (2007)
  【上述甄別工具供校本心理學家使用，由家長及老師填寫，以便初步識別懷疑有專注力不足/過度活躍的小學生。】

為教師提供的甄別工具

- 《及早識別和輔導有學習困難的小一學生電子書》(2004)— 附「小一學生之學習情況量表」及「輔導教材」；量表有標準版及簡短版，具備小一學生常模及甄別準則，供教師及早識別及輔導有學習困難的小一學生。

  電子書網址：http://www.edb.gov.hk
  【*登入路徑：教育局網頁 ＞ 教師發展 ＞ 資源中心及圖書館 ＞ 特殊教育資源中心 ＞ 刊物及報告 ＞ 及早識別和輔導有學習困難的小一學生電子書*】或
  電子書網址：http://www.hkedcity.net/
  【*登入路徑：香港教育城網頁 ＞ 大同學習村 ＞ 專業發展中心 ＞ 學習障礙 ＞ 及早識別及輔導有學習困難的小一學生*】

- 「香港小學生特殊學習困難行為量表」(2002)— 量表有標準版及簡短版，具備小一至小四甄別準則，供教師及早識別有特殊學習困難的小學生。
  網址：http://web.hku.hk/~hksld
  網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 ＞ 教師發展 ＞ 資源中心及圖書館 ＞ 特殊教育資源中心 ＞ 刊物及報告 ＞ 香港小學生特殊學習困難行為量表 (PDF 格式)*】或
  電子書網址：http://www.hkedcity.net/specialed/eii

- 《香港中學生中文讀寫能力測驗「教師專用」》(2008年)— 附中一、中三及中五學生的常模參照，供中學教師使用，以識別在中文讀寫方面有困難的中學生。此測驗的製作及使用簡介可瀏覽特殊教資源中心或香港中學生中文讀寫能力測驗的網頁。

網址：http://www.edb.gov.hk/index.aspx?nodeid=2524&langno=2
網址：www.Chinese-test.com

有關特殊學習困難的輔導教材

- 《教學建議：幫助有特殊學習困難的學童》(2001)— 為配合派發《香港小學生特殊學習困難行為量表》而為教師編印的教學建議。
  電子書網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 > 教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 刊物及報告 > 幫助有特殊學習困難的學童- 教學建議*】或
  電子書網址：http://www.hkedcity.net/

- 《學得生動，教得輕鬆：如何幫助有讀寫困難的學童》(2001)— 多媒體光碟供學生輔導人員舉辦校本教師培訓，以協助教師認識及識別有讀寫困難的學童，並掌握教學策略。
  【*登入路徑：教育局網頁 > 教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 刊物及報告 > 如何幫助有讀困難的學童*】
  http://www.edb.gov.hk/UtilityManager/Publication/upload/SLD_CD.pdf 或
  電子書網址：http://www.hkedcity.net/

- 《讀寫樂：小學生讀寫輔助教材》(2002)— 資源套包括一隻多媒體光碟、一隻教材光碟和四冊教材，附教學示範、活動建議及工作紙，讓教師認識讀寫困難，及輔導有學習困難的學生的方法。
  電子書網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 > 教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 刊物及報告 > 讀寫樂-小學生讀寫輔助教材*】或
  電子書網址：http://www.hkedcity.net/
  【*登入路徑：香港教育城網頁 > 資源中心 > 資源庫 >於"關鍵字"旁空格內輸入資源編號"37002"後按"搜尋"*】

- 《中文字詞認讀訓練光碟》(2003)— 由香港大學、香港中文大學、香港教育學院及教育局共同組成的香港特殊學習困難研究小組所製作的多媒體光碟，針對有讀寫困難學生在認知能力方面的缺損而設計，藉電腦遊戲幫助小學生識字。此光碟已派發給各小學。

- "Rebuilding our Word Planet"(R.O.W.) (2005)— 多媒體遊戲光碟，提升有特殊學習困難學生認讀英文生字及串字的能力。附使用手冊，另有網上學習計劃，供中、小學參加。
  網址：http://row.proj.hkedcity.net/about/about_index.php 或
  網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 > 教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 教與學資源 > Rebuilding Our Word-planet (ROW)*】

- 如何提升學童的讀寫能力 —家長培訓課程導師手冊(2005)— 供學生輔

導人員為有特殊學習困難學生的家長舉辦校本講座的訓練手冊。
網址：http://www.edb.gov.hk/
【*登入路徑：教育局網頁 > 教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 教與學資源* >如何提升學童的讀寫能力家長培訓課程-導師手冊】或
電子書網址：http://www.hkedcity.net/specialed/spld-ptm

有關言語及說話訓練的教學資源

- 「學童聲綫護理」光碟 (2002)— 本短片旨在讓教師及家長了解學童聲音沙啞的問題及有關的處理辦法。(*編號:33420)*

- 「輕輕鬆鬆學語音(Ⅰ)」光碟 (2003)— 本短片旨在讓教師及家長認識學童發音障礙問題及介紹矯正錯音的基本技巧。(*編號:32884)*

- 「輕輕鬆鬆學語音(Ⅱ)」光碟 (2003)— 此軟件包含口腔結構圖、音節表及粵語聲調簡介，並採用了黃錫凌標音法，有助教師較容易掌握標音的技巧。(*編號:32885)*

- 「輕鬆講故事，靈活說句子」教材套 (2003) — 旨在提升初小學生的說話技巧，尤其適用於輔導有言語障礙或語文能力較弱的學生。透過熟悉的事件及生動有趣的互動學習，幫助學生組織及運用完整句子去表達意思及提升他們的叙事能力。(*編號:34657)*

- 「社交技巧輕鬆學・與人溝通無隔膜」教材套 (2004) — 透過十個故事介紹一般常用的社交技巧。藉着遊戲互動，提升學童的社交溝通能力，尤其適用於一些社交能力較弱的學童。(*編號:35774)*

- 「學好理解與表達・與人溝通好輕鬆」說話訓練教材套 (2005) — 透過十個學生日常接觸的生活情境，提升初小學生的語言理解、組織及表達能力。尤其適用於輔導有言語障礙或語文能力較弱的學生。(*編號:37357)*

- 「輕鬆教・輕鬆學 - 聽說讀寫教學策略資源套」(2008)—旨在把言語治療技巧融入日常學與教中。資源套共有七部書及一隻多媒體光碟，內容包括教學策略、教案範例、教學資源及互動遊戲；目的是向小學教師及家長介紹詞彙、語法、篇章和常用的教學策略，藉以加強學生的語言及學習能力。
  電子書網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 > 教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 教與學資源* >輕鬆教、輕鬆學-聽說讀寫教學策略資源套】或
  電子書網址：http://www.hkedcity.net/specialed/spld-ptm?

【上載於香港教育城大同學習村網頁 *http://www.hkedcity.net 登入路徑：香港教育城首頁 > 資源中心 > 資源庫 > 於"關鍵字"旁空格內輸入"資源編號"後按"搜尋"*】

有關融合教育和「全校參與」模式的教學資源

- 《認識及幫助有特殊教育需要的學生：教學指引》(2001)
  電子書網址：http://www.edb.gov.hk/
  【登入路徑：教育局網頁 ＞ 教師發展 ＞ 資源中心及圖書館 ＞ 特殊教育資源中心 ＞ 刊物及報告 ＞ 認識及幫助有特殊教育需要的學生- 教學指引】

- 《消除殘疾歧視：家校合作與調解機制》(2002)— 教育局編印的小冊子，促進公眾人士對《殘疾歧視條例》下的教育實務守則的認識，確保學生有平等的學習機會。
  網址：http://www.edb.gov.hk/
  【登入路徑：教育局網頁 ＞ 教師發展 ＞ 資源中心及圖書館 ＞ 特殊教育資源中心 ＞ 刊物及報告 ＞ 消除殘疾歧視家校合作與調解機制單張】

- 「全校參與」照顧學生的不同學習需要資料單張 (2003)
  網址：http://www.edb.gov.hk/
  【登入路徑：教育局網頁 ＞ 教師發展 ＞ 資源中心及圖書館 ＞ 特殊教育資源中心 ＞ 刊物及報告 ＞ 「全校參與」照顧學生的不同學習需要】

- 「教學策略」資料單張 (2003)
  網址：http://www.edb.gov.hk/
  【登入路徑：教育局網頁 ＞ 教師發展 ＞ 資源中心及圖書館 ＞ 特殊教育資源中心 ＞ 刊物及報告 ＞ 「全校參與」 教學策略】

- 「全校參與-設計家課的原則及策略」資料單張 (2004)
  網址：http://www.edb.gov.hk/
  【登入路徑：教育局網頁 ＞ 教師發展 ＞ 資源中心及圖書館 ＞ 特殊教育資源中心 ＞ 刊物及報告 ＞ 「全校參與」設計家課的原則及策略】

- 「全校參與-評估原則及策略」資料單張 (2004)
  網址：http://www.edb.gov.hk/
  【登入路徑：教育局網頁 ＞ 教師發展 ＞ 資源中心及圖書館 ＞ 特殊教育資源中心 ＞ 刊物及報告 ＞「全校參與」評估原則及策略】

- 《照顧學生個別差異：共融校園指標》(2004)— 協助學校自我評估校內的共融情況
  網址：http://www.edb.gov.hk/
  【登入路徑：教育局網頁 ＞ 幼稚園、小學及中學教育 ＞ 重點措施 ＞ 融合教育＞ 「照顧學生個別差異～共融校園指標」】

- 「平等機會–由學校開始」網上課程 (2004)
  網址：http://equaled.hkedcity.net/

- 「個別差異發展及研究報告系列（初期報告）」
  網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 > 幼稚園、小學及中學教育 > 課程發展 > 照顧個別差異研究 > 報告*】

- 「個別差異發展及研究報告系列（中期報告）」
  網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 > 幼稚園、小學及中學教育 > 課程發展 > 照顧個別差異研究 > 報告*】

- 為普通學校有特殊教育需要學生提供的支援服務資料冊
  網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 > 教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 刊物及報告 >為普通學校有特殊教育需要學生提供的支援服務資料冊*】

為家長提供的資源

- 「全校參與-融合教育指引《家長篇》」(2008)— 介紹不同特殊教育需要類別孩子的學習特性，以及政府在特殊教育所提供的服務及甄別安排。目的在於加強家長對有特殊教育需要孩子的認識和關注，透過及早識別、及早支援、全校參與、家校合作和跨界別協作的原則，以達到融合教育的理想。

- 「如何協助子女有效學習」小冊子 (2001) — 幫助家長了解子女為何不喜歡學習，如何改善學習環境，並以正確的態度和有效的方法，讓子女對學習產生興趣，改善學習的效果。

- 「家長錦囊：親子與共，樂在其中 – 孩子有讀寫困難怎麼辦」小冊子*及光碟 (2002)— 多媒體光碟供學生輔導人員舉辦校本家長培訓，以協助家長認識及識別有讀寫困難的子女，並掌握教學策略；附參考資料檔案

- 「消除殘疾歧視– 家校合作與調解機制」單張* (2007) — 促進公眾人士對《殘疾歧視條例》下的「教育實務守則」的認識，確保學生有平等的學習機會。

為家長編印的單張，幫助家長識別子女的學習困難，包括：
- 「及早識別和輔導有學習困難的小一學生」單張* (2007)

- 「如何培育有讀寫困難的兒童」資料單張* (2007) — 簡介讀寫困難的特徵、家長的角色及家長如何運用有效的輔導策略等。

- 「為在普通學校就讀而有特殊教育需要的學生所提供的支援服務家長指

南」單張*（2007）— 簡介政府為懷疑有特殊教育需要的兒童在甄別、轉介和評估所提供的服務，以及其他跨部門/界別的支援服務。

*上述單張已上載教育局特殊教育資源中心網站。家長可利用所有已上載於特殊教育資源中心的資源來輔導子女。

【*登入路徑：http://www.edb.gov.hk/ 教育局網頁>教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 刊物及報告*】

其他

- 《小學中國語文默書教學指南：默書新路向》(2006) — 由教育局課程發展處中國語文教育組編製，提供新的默書教學模式，為學生帶來創意、挑戰、愉快及自學的新路向。
  網址：http://www.edb.gov.hk/
  【*登入路徑：教育局網頁 > 教師發展 > 資源中心及圖書館 > 特殊教育資源中心 > 教與學資源*小學中國語文默書教學指南:默書新路向】
  網址：http://www.hkedcity.net/article/qualityedu/060914-011/

- 《點畫流形：漢字書寫學習軟件》(2001) — 由教育局課程發展處中國語文教育組編製，介紹漢字造字法，解說漢字的筆畫和部首，概括筆順的規則。
  網址：http://www.edb.gov.hk/FileManager/TC/Content_3019/dianhua.pdf

教育局
2008年5月

EDB-Administered Support Schemes

IE Programme: Introduced as a two-year pilot scheme in the 1997/98 school year, schools were invited to volunteer for the experiment. Under the scheme, additional resources of one resource teacher and a recurrent grant are provided to a school, primary or secondary, which has five or more students with the following special needs:

(a) mild intellectual disability;
(b) autism with average intelligence;
(c) physical disability;
(d) visual impairment; and
(e) hearing impairment.

Enrolment of eight or more such students entitles the school to an additional teaching assistant. Support is capped at one resource teacher and one teaching assistant.

2. From the above, it is clear that SpLD is not within the special educational needs covered by the Programme for which additional resources are provided. However, in EDB's view, students with SpLD can nevertheless benefit because schools are expected to centralise the various grants for learning support and to deploy resources flexibly to cater for student diversity and different special educational needs, including SpLD.

3. **IRT Programme**: Since 1983, the former Education Department had been providing Resource Classes (啟導班) in primary schools for students with low academic achievement. In September 2000, such Classes were renamed IRT Programme. Any primary school having eight to 15 students with significantly low achievement in two or all of the three core subjects (English, Chinese and Mathematics) is provided with one additional teacher and recurrent grant for intensive remedial teaching.

4. **SRBS Programme**: Any secondary school with a high intake of junior-level students with low academic achievement was provided with additional teachers[1]. In 2008/09, this Programme was phased out and replaced by the New Initiative to Cater for Academic Low Achievers at Junior Secondary Levels ("New

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[1] *One additional certificate master teacher was provided for every 75 territory bottom-10% students at S1 level and one certificate master teacher for every 100 territory bottom-10% students at S2 and S3 levels.*

Initiative").

5. **New Initiative:** Additional teachers are provided to secondary schools with a high intake of low academic achievers[2]. This programme was implemented at Secondary 1 level in the 2006/07 school year and has been extended progressively to Secondary 3 in the 2008/09 school year. With this initiative, the School-Based Curriculum Tailoring Scheme and the School-Based Remedial Support Programme were phased out in the 2006/07 and 2008/09 school years respectively.

6. **NF Mode**: This scheme was introduced for primary schools in 2003/04 and for secondary schools in 2008/09. Any school enrolled with students with special educational needs may apply for additional funding. Such a school will get an annual Learning Support Grant, calculated at $10,000 per student requiring Tier 2 support and at $20,000 per student requiring more intensive support at Tier 3. A basic provision of $120,000 is provided to a school with one to six students requiring Tier 3 support. Since the 2008/09 school year, the ceiling of the annual funding for each school has been increased from $550,000 to $1,000,000.

7. The Learning Support Grant can be used by schools for:

(a) employing additional teaching staff and/or teaching assistants;
(b) procuring outside professional services;
(c) purchasing teaching resources and/or aids;
(d) organising learning or related activities to promote an inclusive culture; and
(e) conducting school-based teacher training activities on integrated education.

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2 *An additional 0.7 Graduate Master teacher is provided for every 38 students at territory bottom-10% students and an additional 0.3 Graduate Master teacher for every 38 other territory Band 3 students.*

Annex 3
(para. 4.16)

Local institutes of teacher education which offer courses/programmes/modules on catering for students with SEN in their pre-service teacher training programmes

	Programme	SEN Course as Core Module
HKIEd	a. BEd (Hon) b. BEd (Hon) (Special Needs)	Core module on "Understanding and Managing Diversity" (for a)
	Programme	**SEN Course as Elective**
CUHK	a. Co-terminal Degrees: BA (Chin Lang & Lit) and BEd (Chin Lang Ed) b. Postgraduate Diploma in Education (Primary) c. Postgraduate Diploma in Education (Secondary)	Teaching students with special needs (for a) 特殊需要學生的教學(小學) (for b & c) 教導與輔助有特殊需要的中學生 (for b & c)
HKU	a. BEd (Chin) b. BEd (Eng) c. Co-terminal Degrees: BA & BEd in Lang (Eng) d. Postgraduate Certificate in Advanced Educational Studies	Children with learning difficulties (Inter-Faculty Elective) (for a, b & c) Inclusive and special education (for d)
HKBU	a. Double Bachelor Degree: BA (Hon) in Eng Lang & BEd (Hon) in Eng Teaching b. Diploma in Education (職前教育文憑) c. Postgraduate Diploma in Education (Primary) d. Postgraduate Diploma in Education (Secondary)	Inclusive education (for a) Inclusive education and special educational needs (for b, c & d)

Note: Based on information obtained on the website of the listed academic institutes.

Domain III School Ethos and Student Support

AREA 5 • Student Support

Performance Indicators	Focus Questions
5.1 Support for Student Development	• How does the school identify students' varied needs in the area of support for student development? • Is the school's planning for school-based student support services effective? • How does the school arrange different learning experiences to cater for students' personal development needs, in order to foster students' self-management ability and help them to set personal goals for learning? • How does the school formulate strategies to cater for students' social needs, with a view to fostering their positive values and attitudes and enhancing their interpersonal relationships and social responsibility? • Does the school suitably support students with special educational needs (SEN) to help them integrate into campus life and enjoy equal education opportunity? • How does the school evaluate the effectiveness of student support services?
5.2 School Climate	• How good are staff relationships, teacher-student and students-peer relationships? • What unique characteristics has the school developed in accordance with its vision, mission and goals? • How does such uniqueness shape the culture and development of the school?

Exemplar of Excellent Performance

- The school systematically identifies students' varied needs for development support, and is fully aware of their attitudes, behaviour and intellectual development. A good coordination mechanism is in place. A whole-school policy on support for student development, which ties in with the identified needs, has been formulated. The effectiveness of the school-based support service programme is aptly evaluated through a sound monitoring mechanism, with timely adjustment and follow-up actions.
- The school provides students with various kinds of support services and programmes. It also makes use of life events and social issues in a timely manner to guide students in reflection, reinforcing their self-confidence and self-esteem, and improving their powers of self-protection and resilience. Various posts of responsibility of a challenging nature have been created to foster students' self-management skills. Student leaders also have their leadership skills enhanced through systematic training offered by the school. Through the provision of various kinds of developmental, preventive and remedial counselling services in the light of students' development problems and needs, the school effectively helps students at different developmental stages to overcome difficulties they encounter. The school helps students to progressively understand the significance of pursuing further studies and their career pathways, and helps them develop their personal goals.
- The school has strategically fostered a caring and supportive campus. Planning for values education is both systematic and meticulous. Coupled with a positive system of encouragement, reward and discipline, the planned provision helps students to establish positive values and attitude, with special emphasis on perseverance, respect for others, responsibility, national identity and commitment. A close-knit student support network has also been set up by the school to systematically develop students' potential and help them establish good interpersonal relationships through group activities. The school succeeds in broadening students' perspectives and heightening their social, national and global awareness through life-wide learning activities such as community service.
- The school has put in place a clear mechanism capable of early identification of students with SEN. It has also formulated specific policies to ensure equal education opportunity for all students, and successfully creates a culture of integration. The co-ordinating, monitoring, supportive and evaluation functions of the task groups are realised. Good use of resources is made to provide suitable services and adequate supporting equipment is used in teaching and therapy. Subject panels/committees maintain professional collaboration among themselves to effectively implement the provision of remedial teaching, enrichment programmes and therapy services for students with SEN, as well as provide good support to their families.
- The entire teaching staff collaboratively promotes and creates a proactive school climate. The staff has appropriate expectations of the students and encourages them to strive for excellence. Teacher-student rapport is good. The students are self-disciplined, diligent, respectful and courteous. They enjoy amicable and harmonious relationships with one another. They are also actively involved in school activities and services.
- The staff and students love their life in the campus and there is strong cohesion among them. The school's vision and mission and school goals are followed through to accord with the school's tradition. The teaching staff is keen on promoting educational research. Staff members adopt a professional attitude in enhancing the effectiveness of learning and teaching, as well as continuously developing the culture of a learning organisation in the school.

Exemplar of Acceptable Performance

- The school can make use of suitable assessment tools to identify the basic needs of students in development support. The school can provide sufficient learning experiences for students according to their respective development needs, but co-ordination in the overall planning and implementation of student support is lacking, and collaboration among committees is not strong. There is room for improvement in the student support monitoring mechanism.
- The school provides students with a spectrum of experiences or training in self-recognition, interpersonal relationships and social life through the provision of school-based counselling services, moral and health education and personal counseling. These measures stimulate students' intellectual development, train them to attain physical fitness, help them manage emotion, and develop personal interests. Students are provided with knowledge appropriate to their age and stage of development and learn more about academic and career pathways.
- The school is also able to help students observe the school regulations, learn how to get along with peers and take care of students at the junior levels. The students understand social restrictions and develop appropriate values through a clear reward and punishment system, appropriate guidance activities, focused values education and prefect training. However, the school needs to establish a close-knit support network for students so as to offer timely support to students in need.
- The school has put in place appropriate procedures for identifying students with SEN. It has also addressed the requirements as stipulated in the *'Code of Practice on Education under Disability Discrimination Ordinance'* by setting up a task group to co-ordinate the work in this respect so that students can obtain equal education opportunities. Subject panels/committees cooperate in providing students with appropriate remedial teaching, therapy service, supporting equipment and family support, but collaboration among them and use of resources could be further enhanced.
- The management and middle managers of the school can maintain a harmonious working relationship among the staff and mutual co-operation is thus promoted. The staff cares about the students and gives them praise and encouragement. Teacher-student relationships are generally good. The students demonstrate self-discipline, respect their teachers and know how to get along with others. They are also willing to participate in school activities and services.
- The staff identifies with the school's vision and mission and members duly perform their duties. They are cooperative in school activities and affairs. Students enjoy campus life and are satisfied with the school environment. The school conducts regular reviews for improvement, though it has yet to cultivate the culture of a learning organisation.

樣本

______________學校

「及早識別和輔導有學習困難的小一學生」

學生支援計劃

根據學生支援小組的諮商會議結果，家長和校方會為______班學生______提供下列的支援措施：

語文科

增加字詞量
(輔導期由 ______ 至 ______)
☐ 由 ______ 協助學生每週____次伴讀（中/英）詞語 _____ 個
☐ 由 ______ 協助學生每週____次伴讀（中/英）句子 _____ 句
☐ 由 ______ 協助學生每週____次伴讀（中/英）課文 _____ 課
☐ 由 ______ 協助學生每週____次使用「看、讀、蓋、寫、對」方法記認（中/英）詞語 ______ 個
☐ 由 ______ 協助學生每週 ____ 次使用「每日評估、記錄及施教」方法讀、默、寫（中/英）詞語 ______ 個
☐ 鼓勵學生製作生字簿，記錄剛學過的生字
☐ 每週學習部首/音節（　　　　）個
☐ 其　他：
____
____

* 參考資料：香港小學學習字表及參考詞語表（試用）2006 年 8 月
「讀寫樂」 — 小學生讀寫輔助教材 2002

書寫
☐ 糾正學生的執筆方法和坐姿
☐ 教導筆畫和筆順
☐ 利用「字形尺」訓練間格的書寫
☐ 容許學生使用較大格的練習簿書寫
☐ 採用多感官方法訓練書寫
例：把學生容易寫錯的字放大寫在紙上，然後讓學生用手指臨摹該字
☐ 減少抄寫量：每次最多 ____個詞語，每行抄寫詞語 _____次
☐ 其他：______________________________
* 參考資料：點畫流形：漢字書寫學習軟件 2006 版
「讀寫樂」 — 小學生讀寫輔助教材 2002

默書調適

☐ 提早通知學生默書範圍

☐ 使用創意默書方法加強默寫的趣味性

*參考資料：小學中國語文默書教學指南‧默書新路向—創意‧挑戰‧愉快自學 2006 年 7 月

閱讀理解

☐ 口頭填空法

先用告示貼把句子/課文中的一些詞語覆蓋，然後讓學生與小老師一起閱讀句子/課文，再讓學生猜想覆蓋的詞語

(可使用大圖書作閱讀活動，讓學生根據插圖的內容猜想覆蓋的詞語)

☐ 使用六何法練習擴張句子和造句

☐ 使用六何法溫習課文內容

☐ 使用錄音帶讓學生多作聆聽理解練習

☐ 使用下列的教材套，提升學生聆聽理解及口語表達能力

例：「輕輕鬆鬆講故事，靈活說句子」教材套 (2003)

「社交技巧輕鬆學　與人溝通無隔膜」教材套 (2004)

「學好理解與表達　與人溝通好輕鬆」說話訓練教材套 (2005)

(www.hkedcity.net)

數學科

☐ 訓練估算能力

例如使用日常生活的單據，如水費單及電費單等，來進行估算價錢活動

☐ 讀數和寫數

用聯想方法唱出數字，例：鉛筆 1，鴨仔 2，或使用手工泥做出數字形狀等

☐ 透過遊戲/具體事件讓學生明白數學概念及詞彙

☐ 加強數字的組合能力，如使用湊十法和破十法等

☐ 使用下列方法加強學生對應用題的理解

- ☐ 以生活化例子幫助說明
- ☐ 用圖表幫助學生思考和列式
- ☐ 用「讀、想、做」的方法引導學生處理運算步驟
- ☐ 使用便攜卡、文字卡和片語卡幫助學生熟習應用題
- ☐ 教導學生找出關鍵的字和數據
- ☐ 教導學生掌握驗算的方法

☐ 幫助學生理解及運用數學詞彙和符號

鼓勵學生口述題意。教師在出題目時，避免使用難理解的字詞

☐ 齊一排列法
對於閱讀有困難的學生，可將句子加以重新排列，使他們更容易理解問題

☐ 利用各種輔助工具來協助計算，如方格紙協助直式對位，熒光筆協助找出關鍵字，便攜卡溫習基本數字事實，十格板訓練加法「進位」和減法「退位」等

☐ 用淺白的文字及生活化的例子擬題，如多用班上同學的名字來擬題

☐ 使用多種感官學習方法學習乘數表，例如 ARROW 學習法*及指算法等
*ARROW 學習法是透過伴讀以提升學生背誦乘數表的流暢性

☐ 其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

專注力方面

☐ 安排學生坐於一個寧靜的位置
☐ 將較複雜的工作分成幾部份完成
☐ 給予簡潔及明確的指示
☐ 預先讓學生知道工作的重點及學習目標
☐ 若學生能在預先訂立的時間內專心完成工作，應立即給予正面鼓勵
☐ 其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

其他

☐ 訓練學生個人自理能力，如收拾文具、書包和抄寫家課冊等
☐ 多給學生機會發揮長處，如繪畫、運動等
☐ 教導記憶策略
☐ 透過課外活動，提升學生的自信心和學習動機
☐ 利用光碟幫助學生學習
  ☐「中文字詞認讀訓練」光碟
  ☐ 英文學習光碟，例如：“Rebuilding Our Word-planet (ROW) (2005)”
  ☐ 小老師伴讀計劃教材套
  ☐ ＿＿＿＿＿＿＿＿＿＿＿＿＿＿ 教材套

家長的參與和配合

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

檢討日期：　　年　　月　　日

統籌教師：＿＿＿＿＿＿　　家長簽署：＿＿＿＿＿＿

日　　期：＿＿＿＿＿＿　　日　　期：＿＿＿＿＿＿

個別學生的年終評估表

學生姓名：＿＿＿＿＿＿＿＿　　學校：＿＿＿＿＿＿＿＿

特殊教育需要：☐特殊學習困難 ☐智障 ☐自閉症 ☐注意力不足/過度活躍症 ☐肢體傷殘 ☐視障 ☐聽障 ☐言語障礙

級別：＿＿＿＿＿＿＿＿　　評估日期：＿＿＿＿＿＿＿＿

與會者：　學校代表：教師＿＿名　教學助理＿＿名　學校社工＿＿名

教育局代表(組別)：＿＿＿＿＿＿　家長/學生：＿＿＿＿＿＿

其他(請註明)：＿＿＿＿＿＿＿＿

甲部：本學年的表現

與上學期比較，學生的情況是：

1. 普通課程對學生：
   - ☐ 完全適用，故不必調適
   - ☐ 大部份適用，須調適小部份
   - ☐ 小部份適用，須調適大部份
   - ☐ 其他(請註明)：＿＿＿＿＿＿

2. 學生的社交適應：	有顯著進步	有少許進步	保持水平	其他情況(請註明)
2.1 出席率	☐	☐	☐	＿＿＿＿
2.2 準時返校	☐	☐	☐	＿＿＿＿
2.3 遵守校規	☐	☐	☐	＿＿＿＿
2.4 與朋輩關係和洽	☐	☐	☐	＿＿＿＿
2.5 與老師關係良好	☐	☐	☐	＿＿＿＿
2.6 參與課堂/學校的活動	☐	☐	☐	＿＿＿＿
2.7 自我形象	☐	☐	☐	＿＿＿＿

3. 學生的學習表現：	有顯著進步	有少許進步	保持水平	其他情況(請註明)
3.1 閱讀能力	☐	☐	☐	＿＿＿＿
3.2 運算能力	☐	☐	☐	＿＿＿＿
3.3 寫作能力	☐	☐	☐	＿＿＿＿
3.4 學業成績	☐	☐	☐	＿＿＿＿
3.5 多元智能的發展	☐	☐	☐	＿＿＿＿

(請註明所發展的多元智能)＿＿＿＿＿＿＿＿

4. 學生的學習態度/動機：	有顯著進步	有少許進步	保持水平	其他情況(請註明)
4.1 在指定時間內完成工作	☐	☐	☐	＿＿＿＿
4.2 獨立工作，無須別人協助	☐	☐	☐	＿＿＿＿
4.3 容易適應學校日常規律的轉變	☐	☐	☐	＿＿＿＿

乙部：來年的教育計劃

5. 在下一個學年，為了提高學與教的效能，會採用下列調適及支援（可選多於一項）：

5.1 教學方面

- ☐ 進行協作教學：科目是________________（請註明）
- ☐ 安排協作學習：科目是________________（請註明）
- ☐ 安排小組教學：科目是________________（請註明）
- ☐ 安排課外輔導：科目或學習範圍是________________（請註明）
- ☐ 安排朋輩輔導：________________（請註明）
- ☐ 其他：________________（請註明）
- ☐ 無須在這項目提供調適或支援

5.2 課程方面

- ☐ 在以下科目中，會作出下列的調適：

____

____

____

- ☐ 無須在這項目提供調適或支援

5.3 評核方面

- ☐ 提供其他形式的試題，例如：
  - ☐ 點字
  - ☐ 放大字體
  - ☐ 讀出題項指示
  - ☐ 全卷讀題
  - ☐ 其他：________________（請註明）
  - ☐ 無須在這項目提供調適或支援

- ☐ 學生的回答模式，包括：
  - ☐ 點字
  - ☐ 用文字處理器
  - ☐ 用電腦文字軟件，例如：手寫筆、聽寫王等
  - ☐ 用口述答案
  - ☐ 特別場地或人手安排
  - ☐ 加長考試時間
  - ☐ 使用特別工具，例如計算機 ________________（請註明）
  - ☐ 其他：________________（請註明）
  - ☐ 無須在這項目提供調適或支援

6. 為了提高學與教的效能，建議家校合作的方向及項目是：(可選多於一項)

☐ 繼續現有的支援，如家長出席個別學習計劃會議

☐ 加強家長的支援，包括：

  ☐ 協助學生完成家課
  ☐ 親子伴讀
  ☐ 協助學生溫習學習內容
  ☐ 行為管理計劃
  ☐ 擴潤學生的學習領域，如參與課外活動
  ☐ 進行特定的訓練，如：____________________(請註明)
  ☐ 提升學生的自信心
  ☐ 與校方保持緊密聯絡
  ☐ 到校協助學生課堂上的學習
  ☐ 參與家長教育課程
  ☐ 其他：____________________________(請註明)

7. 建議的暑期活動：(可選多於一項)

☐ 學科的輔導課程
☐ 學科的增潤課程
☐ 暑期義工服務或工作體驗
☐ 社交活動
☐ 生活技能活動
☐ 體能訓練
☐ 其他：______________________________(請註明)

教師姓名：______________ 職位：☐ 班主任
☐ 課程發展主任
☐ 其他(請註明：__________)

日期：______________

「全校參與」模式照顧有特殊教育需要的學生

學校層面的年終檢討表

(供學校自評及呈交教育局用)

1. 本校在照顧有特殊教育需要學生方面的情況如下：

請在適當的方格內加上 '✓'

		十分滿意	滿意	尚可	有待改善
I	校園文化				
a)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任				
b)	教職員認同「全校參與」的理念，並透過互相支援來落實推行				
c)	學生朋輩間能接納彼此的獨特及個別差異				
d)	學校安排學習活動時，能配合學生的能力				
e)	教職員普遍認同人人平等及有參與校內任何活動的權利				
f)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度				
II	學校政策				
a)	領導層訂立有關支援有特殊需要學生的政策，並定期檢視目標和成效				
b)	有計劃地安排教職員接受特殊教育的持續專業培訓				
c)	有效地參考「照顧學生個別差異～共融校園指標」，為學校的整體需要與發展釐定學校發展計劃和學校自評的內容				
d)	靈活地統合和調配資源，以便為學生提供適度的支援服務				
III	支援措施				
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要				
b)	已成立學生支援小組(或相關組別)，跟進及協調各項特殊教育支援措施				
c)	已制定學生支援記錄冊，並定期檢討支援的成效				
d)	改善校舍設施及添置儀器，供有不同需要的學生使用				
e)	透過專業交流，提升教職員的教學技巧				
f)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習				
g)	按學生的能力，組織多元化的課堂活動，以發展學生的潛能				
h)	按學生的需要而訂立多元化的評估調適策略				
i)	為有需要個別加強支援的學生推行個別學習計劃				
j)	透過朋輩輔導計劃，提供學習支援和促進共融文化				

2. 請根據附錄九(甲部)「個別學生的年終檢討表」所搜集的資料，統計全校在下列各項目的百分比：

(1) 普通課程對學生：

____ %學生 完全適用，故不必調適
____ %學生 大部份適用，須調適小部份
____ %學生 小部份適用，須調適大部份
____ %學生 其他

(2) 學生的社交適應：	有顯著進步	有少許進步	保持水平	其他情況
2.1 出席率	____%	____%	____%	____%
2.2 準時返校	____%	____%	____%	____%
2.3 遵守校規	____%	____%	____%	____%
2.4 與朋輩關係和洽	____%	____%	____%	____%
2.5 與老師關係良好	____%	____%	____%	____%
2.6 參與課堂/學校的活動	____%	____%	____%	____%
2.7 自我形象	____%	____%	____%	____%

(3) 學生的學習表現：	有顯著進步	有少許進步	保持水平	其他情況
3.1 閱讀能力	____%	____%	____%	____%
3.2 運算能力	____%	____%	____%	____%
3.3 寫作能力	____%	____%	____%	____%
3.4 學業成績	____%	____%	____%	____%
3.5 多元智能的發展	____%	____%	____%	____%

(4) 學生的學習態度/動機：	有顯著進步	有少許進步	保持水平	其他情況
4.1 在指定時間內完成工作	____%	____%	____%	____%
4.2 獨立工作，無須別人協助	____%	____%	____%	____%
4.3 容易適應學校日常規律的轉變	____%	____%	____%	____%

3. 大部分有特殊教育需要學生的家長對學校提供的支援措施感到：
十分滿意 ____% 滿意 ____% 尚可 ____% 不足 ____%

〈原因____〉

整體而言，他們的建議是：________________________________

4. 你認為學校在推行融合教育方面仍須加強或改善的地方是：
共融校園文化方面

____

共融政策方面

____

共融措施方面

____

5. 你對教育局所提供的專業支援服務感到：

十分滿意 ☐ 滿意 ☐ 尚可 ☐ 不足 ☐

〈原因______________________________〉

建議：______________________________

校長簽署：______________

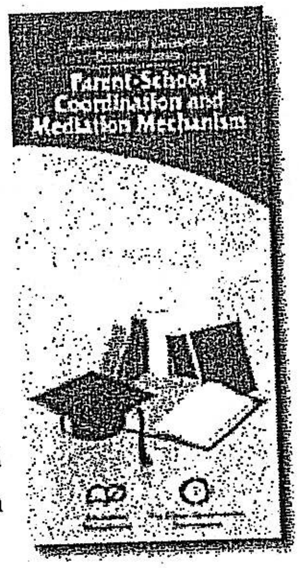
學校名稱：______________

日期：______________

*** 填妥後，請於每年 8 月 15 日前傳真至 2147 1406 (中學)
/ 2715 8007 (小學) 教育局***

Elimination of Disability Discrimination
Parent-School Coordination and Mediation Mechanism

A) Background



- Enacted in 1996, the Disability Discrimination Ordinance (The Ordinance) aims at eliminating and preventing discrimination against persons with disabilities. Special reference is made to the field of education to ensure that persons with disabilities have equal opportunities for education.

- The Code of Practice in Education (the Code) is formulated by the Equal Opportunities Commission (EOC) pursuant to the Ordinance and has taken effect since July 2001. The Code provides educational institutions and educators with practical guidelines on how to comply with the provisions of the Ordinance.

B) The Principle

- Both the Government and the school have the responsibility to eliminate and prevent disability discrimination and to ensure that students with special educational needs have equal opportunities for education.

C) Cooperation between parents and schools

1) Parents

- Instil into their children the right attitude of getting along with their peers and teach them not to discriminate against those with special educational needs.

- Take the initiative to inform the school of the special educational needs of their children, if any.

- Take an active part in school activities and pay attention to their children's studies.

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- Help the school to establish an inclusive environment with emphasis on equal opportunities.

- Express their concern to the school direct and work out a reasonable solution to accommodate any special needs.

2) **The school**

- Establish an inclusive environment in school with emphasis on equal opportunities.

- Make appropriate arrangements to accommodate the special needs of the disabled students.

- Provide school personnel with training to cater for different needs of students, including special educational needs of students with disabilities.

D) **Mediation mechanism**

1) **The role of the school**

- Formulate policies to provide equal education opportunities for all students.

- Encourage parents to take an interest in school affairs. Invite them to express any different views on how to address special educational needs of students to the school direct in a bid to work out a solution to the problem.

- Establish school-based procedures to handle complaints from parents and students, including those against disability discrimination.

2) **The role of the Education and Manpower Bureau**

- If the school and the parent involved in a dispute fail to reach a settlement, the Regional Education Offices of the Education and Manpower Bureau will render assistance.

- Officers of the Regional Education Offices will collect information from the school and the parent, study the case in depth, and arrange mediation meetings to solve the problem.

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- If the mediation meeting fails to reach a settlement over the case, the Department will form a case study group to consult the views of the outsiders to identify a solution.

- Having considered the proposal of the group, its practicability, the resources available and other related factors, the Department will decide on the terms of mediation, conduct mediation between the parent and the school, and implement the agreed measures.

- The Department normally takes 1 to 4 months to handle a complaint case.

3) **The role of the Equal Opportunities Commission (EOC)**

- Under the Ordinance, any person who feels discriminated on the ground of his/her disability can lodge a written complaint with the EOC.

- The EOC will make an inquiry into the case and try to secure a settlement between the complainant and the defendant through mediation.

- The EOC normally takes 3 to 9 months to handle a complaint case.

Enquiry

Hong Kong Regional Education Office	Tel:	2863 4646
Kowloon Regional Education Office	Tel:	2782 8383
New Territories East Regional Education Office	Tel:	2639 4876
New Territories West Regional Education Office	Tel:	2437 7272
The Equal Opportunities Commission	Hotline:	2511 8211

EMB Homepage: http://www.ed.gov.hk/

EOC Homepage: http://www.eoc.org.hk

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其他支援服務

教育局除為學校提供上述的額外資源外，還提供下列的專業服務：

★特殊教育支援主任訪校服務

★小學校本教育心理服務

★中心或校本匡導班服務

★教師專業發展及專業支援

學校網絡

透過：

★特殊學校暨資源中心

★全校參與模式資源學校

★專業發展學校

促進專業知識交流及資源共享，支援普通學校處理有特殊教育需要的學生。

跨部門/界別的合作

在跨政府部門方面，醫院管理局、社會福利署、衛生署和教育局之間會互相協調，並與家長緊密聯繫，為孩子提供預防、識別、評估及跟進服務。

在與不同界別合作上，「喜閱寫意：賽馬會讀寫支援計劃」便是一個由香港賽馬會贊助，教育局、大專院校及非政府組織合作發展的一項計劃。有關內容，可瀏覽以下網址。

www.hkjc.com/chinese/charity

常用查詢電話及網址

教育局 www.edb.gov.hk	2891 0088
• 香港區域教育服務處	2863 4646
• 九龍區域教育服務處	3698 4108
• 新界東區域教育服務處	2639 4876
• 新界西區域教育服務處	2437 7272
• 九龍塘特殊教育服務中心	3698 3957
• 下葵涌特殊教育服務中心	2307 6251
• 特殊教育支援第二組	3698 3727
• 特殊教育資源中心 www.edb.gov.hk/serc	3698 3900
衛生署 www.dh.gov.hk	2961 8989
• 兒童體能智力測驗服務	2246 6659
• 母嬰健康院24小時電話資訊熱線	2112 9900
社會福利署 www.swd.gov.hk	2343 2255
醫院管理局 www.ha.org.hk	2882 4866

為在普通學校就讀而有特殊教育需要的學生所提供的支援服務家長指南



教育局　www.edb.gov.hk　二零零七年

你的子女是否在學習、溝通、行為等方面呈現一項或多項的困難，而顯示他/她可能有特殊教育需要？

現時，一般來說，特殊教育需要的主要類別包括：


聽覺障礙


視覺障礙


肢體傷殘


智力障礙


言語障礙


特殊學習困難


注意力不足及過度活躍症


自閉症/亞氏保加症

目前，政府對疑有特殊教育需要的兒童在甄別、轉介及評估所提供的服務如下：

學前階段

衞生署幼兒健康及發展綜合計劃

母嬰健康院透過此計劃為初生嬰兒至五歲兒童提供全面的促進健康和預防疾病服務。家長及照顧者會接受有關育兒知識及親職輔導。健康院更為兒童提供免疫接種服務和進行兒童健康及發展監察，包括身體檢查、成長和發展監察，以及聽力和視力普查。

衞生署兒童體能智力測驗服務

為初生至十二歲有發育問題的嬰兒及兒童提供醫療診斷、評估、治療、訓練及轉介服務。其中包括測試孩子的體能、感官知覺、智力、語言、社交等多方面的水平；再根據孩子的個別需要及其家庭狀況，為他們安排及協調所需的康復服務(例如：醫療、治療、輔導、訓練、教育、社會福利、覆診評估等)。

社會福利署康復服務

初生至六歲的兒童經醫生評估為有特殊需要後，會按兒童需要轉介往社會福利署屬下的服務單位，包括：

★早期教育及訓練中心(0-6歲)

★特殊幼兒中心(日間/住宿)(2-6歲)

★幼稚園暨幼兒中心兼收弱能兒童計劃(2-6歲)

學齡階段

小學一年級的學位安排

如在學齡前已發現子女有特殊教育需要，家長宜參考專家的建議，為子女選擇適合的學校。

入讀主流學校

根據小一入學統籌辦法，在自行分配學位階段或統一派位階段為子女辦理入學申請。家長宜在「小一入學申請表」上有關的空欄內，註明子女的特殊教育需要類別，以便教育局跟進。知悉獲派的學校後，主動向學校提供有關子女的特殊教育需要的資料，以便學校能儘早作出相應的安排。如申請時遇到困難，可與教育局各區域教育服務處聯絡。

入讀特殊學校

家長亦可考慮專家的評估結果和建議，為子女選擇特殊學校。有關的安排，可透過社工或有關轉介者將子女的資料送交教育局特殊教育支援第二組辦理。

入學後的甄別及轉介

如果子女入讀學校後，家長才察覺子女有特殊教育需要，可聯絡就讀學校的教師、學生輔導人員或社工，以便了解學生表現。現時，學校可透過由教育局編製的《小一學生學習情況量表》、《香港小學生特殊學習困難行為量表》等工具來識別有學習困難的學生，並按個別情況轉介到教育局有關組別，接受心理、社群適應及學業評估、言語評估及/或聽覺測驗。

支援措施

目前，一般普通學校會採用一個三層架構的模式來支援有特殊教育需要的學生：

第三層

加強支援予個別問題較嚴重的學生。例如全校參與模式的融合教育計劃、借調資源教師駐校、資源學校的網絡支援等。

第二層

透過額外資源，支援有持續學習困難的學生，包括有特殊教育需要的學生。小學的額外資源包括加強輔導教學計劃及新資助模式，在中學則有為照顧第三派位組別和成績弱一成的初中學生而提供額外教師。

第一層

透過基礎設施和資源，例如學校發展津貼、學生輔導人員/社工、為輔導/專科教學而增設的教席、加強言語治療津貼及教師培訓，優化課堂教學，以照顧有短暫或輕微學習困難的學生，避免問題惡化。